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Ulster's merger worries

The two perspectives that the British instinctively adopt to affairs in Northern Ireland are equally misleading and unhelpful. The first is to imagine that things are so different in Ulster that there is no point in comparison with Britain. Carried too far, this view can become deeply patronizing to the people and events of Northern Ireland and carried to extremes can even acquire a tinge of racism. The second is to insist that Ulster must be judged in British terms as if it were Yorkshire or the west Midlands. This view ignores 800 years of unhappy history and the different social conditions that prevail in Ulster. Ultimately it too leads to ignorant and insensitive policies. English principles after all have done enough harm already to Irish nationhood.

There is a danger that recent events at the New University of Ulster may be pressed into one of these two misleading moulds. Last week the court failed to muster the necessary three-quarters majority to relinquish the university's present charter and so open the way to the formation of a new new university to be formed by the amalgamation of NUU and the Ulster Polytechnic. This provoked an immediate and sharp response from Mr Nicholas Scott, the Northern Ireland minister responsible, who bluntly warned the university that the polytechnic would in effect go ahead without NUU's consent. The polytechnic would receive a charter and NUU would cease to receive Government grant for its new intake of students.

The staff and students at NUU decided some time ago that the offer they were being made over the merger was one which they could not refuse. The resistance on the court has been led by lay members who have registered a symbolic vote of outrage will probably now abandon the cause. So the most likely outcome is that at a reconvened meeting in two weeks the court will capitulate in the face of Mr Scott's powerful threat and reverse its defiant decision. Then the way would be clear for a confirmatory vote of the university's willingness to relinquish its charter to take place at the court's subsequent meeting in September and the merger to go ahead on schedule.

Many people will then breathe a sigh of relief at the apparently successful resolution of a peculiarly Irish problem. But, however convenient, it is rather cowardly to abandon responsibility for drawing some conclusions and perhaps sounding some warnings. Of course, the merger and the rejected Chilver report that preceded it can be dismissed as peculiarly Irish solutions to peculiarly Irish problems without

any significance for us in Britain. It is certainly true that to explore the issues at stake in any detail is to enter a snake pit of competing interests—polytechnic versus university, Belfast versus the north west of Ulster, Coleraine versus Londonderry.

The British should tread gently here. The Select Committee failed to listen to this advice when it proposed its recent report that a polytechnic should be established in Londonderry based on Magee. This rather sentimental and unrealistic proposal predictably provoked hostility even among those it was supposed to please. British attempts to pander to particular sections of Irish opinion, however well intentioned, have usually had disastrous consequences. Whatever else can be said against the merger, it is not an attempt to pander; it is an attempt to direct.

However, there are two general issues relating to the merger that have a significance that goes beyond the frontiers of Ulster. The first is that the way in which the merger has been handled displays a degree of administrative authoritarianism that must worry many people. Northern Ireland enjoys, for lack of any other available alternative, proconsular government. Far-reaching decisions are taken without effective scrutiny in Parliament. The executive is close to irresponsible. The natural result is an ascending belief in administrative rigour and declining belief in the need to build consensus.

Perhaps that is how it has to be in Ulster, although Mr Scott and the members of the steering group chaired by Sir Peter Swinnerton-Dyer would probably argue that a considerable effort sustained over many months had been made to achieve consensus. They might even add that the resistance was now confined to the last lay backwoodsmen and that the main parties, the academic staff and students at Coleraine, had been won over to the idea of a merger. Their critics, of course, would argue that this exercise in consensus building had a rather limited scope as both the answer and the timescale had been decided in advance.

There are perhaps lessons for Britain here. The most important is that there is always a need to maintain a balance between administrative rigour and consensus building, not in some shallow manipulative sense but within the context of genuine consultation and accountability. Perhaps because of the nature of the enterprise this is particularly important in the making of higher education policy. This should perhaps

be remembered as the Government embarks on the wholesale restriction of the rights of local authorities in Britain.

The second issue concerns the status of university charters. NUU after all is having its charter removed without ceremony. The instinctive reaction of many university leaders in Britain is to keep their eyes firmly averted for fear some worrying precedent may be set. So they would prefer NUU to relinquish its charter quietly rather than to its resistance force the Government to legislate. Perhaps NUU should relinquish its charter, but hardly because of the anxious sensibilities of British vice chancellors. In any case this is an extremely short-sighted view. Of course, to be prepared to cut one's own throat is an inalienable defence against murder. But the whole point of university autonomy being enshrined in charters is that this general endorsement of their value by the state is to be distinguished from shifting short-term political preferences. Perhaps after Buckingham that is hopelessly naive but it is still the orthodox theory.

In the end, of course, the merger between NUU and the Ulster Polytechnic must be judged in Ulster terms and of the interests of the two institutions. As the NUU court will probably recognize at its next meeting, the merger is on balance the best policy judged in these terms. What has perhaps been most persuasive is the absence of any credible alternative despite the months of argument and anguish. Although Mr Prior and Mr Scott might be reluctant to make such a claim, there probably is no alternative.

In fact prospects for the merged institution are good. The concentration of resources and effort in a single, if multi-site institution will eliminate the chronic competition and uncertainty of the past. Yet the breadth implied in the concept of a polyversity will spread both the risks and the opportunities. A stronger basket and more eggs.

Yet three worries of wider significance remain. First, a precedent has been set which means that it is now semi-legitimate for the Government to bully a university into giving up its charter. Second, the budget that has been created over the merger may make it more difficult to create polyversities in Britain, although in many areas this is the most hopeful way forward. Third, the administrative rigour with which the merger has been pushed through may unwittingly help to establish a tradition of internal government in the merged university that is managerial rather than collegial.

The academic entrepreneurs

Bringing industry and higher education closer together is like marriage broking, according to the working group of the Advisory Council on Applied Research and Development which reported to the Prime Minister last week. The group also decided that bestowing a dowry on higher education institutions is a better way of promoting such unions than calling for government to force through shotgun weddings.

Universities and polytechnics will no doubt welcome the report's proposal for rewarding academic holders of commercial contracts with bonus payments from a new public fund. But while the money, if it comes, will be welcome, they would do well to pause and reflect on the assumptions which lie behind the offer.

The ACARD group was set up to scratch one of the persistent ills which plague observers of the British economy. As in other areas of the country's industrial development, there is a nagging feeling that, while academic-industrial links are improving, progress is not as fast as it could be. The group therefore saw its task as identifying measures which would reinforce trends already emerging, in the hope that one more push would

open the door to fruitful collaboration between public science and private industry across the country.

But are they pushing on the right side of the door? The group's proposal to reward virtuous institutions simply reinforces the financial inducement which already exists. There is every incentive now for academics to seek industrial contracts, especially in the institutions hit hard by the cuts, and this has probably been the main influence on changing attitudes over the last few years. On the industrial side, though, ACARD leaves encouragement of new partnerships to firms following their own best interests, urged on by the government and manufacturers' associations, but without concrete support.

Generally, ACARD appears to assume that not only are universities and polytechnics full of frustrated entrepreneurs straining to go out and reap the benefits of their innovative ideas, but managing directors and new products executives are only too eager to take up these ideas. Both assumptions are open to question. But ACARD conclude firmly that if barriers to enhanced cooperation exist, it is up to the academics to take the

initiative to get round them.

As ACARD record, there is near-universal agreement that increasing the level of joint activity between industry and higher education is desirable, and can benefit both sides. If this general approval has not been translated into action, perhaps this implies that there are problems of approach, attitude or commitment among both sets of supposedly eager prospective partners. Placing the onus for stepping up the pace on the universities and polytechnics had the advantage of making the proposed new fund available exclusively to academic institutions.

Even the relatively small sums involved will offer welcome flexibility to institutions hard-pressed to find spare money for any new ventures within budgets overwhelmingly committed to recurrent expenditure. But this windfall might have a less palatable aftermath. The reader of ACARD's report is left with an uncomfortable suspicion that if, as they recommend, progress is reviewed in three years, it will be academics' fault if movement has been slow. Whoever conducts such a review should remember that it takes two to make a marriage.

Laurie Taylor



Shhh. Shhhhhh. Excuse me one moment, Doctor Kernitz. This could be my lucky day. Ah, I was right. DOCTOR PIERCE-MULLER! Good heavens. Doctor Piercemuller, it's you. Really, Maureen. You gave me quite a fright, stepping out of the office like that. I'm sorry, Doctor Piercemuller, it's just that I heard your distinctive tread in the corridor. Distinctive tread? The tiptoe.

Oh, Was I tiptoeing? Yes, I suppose I was. One doesn't want to crash around when other people might be working. Does one? No, Doctor Piercemuller. Well, Maureen, what can we do for you.

I just wanted a word with you, Doctor Piercemuller. What? During the vacation, Maureen? Before October, Doctor Piercemuller.

Ah yes. About your publications. For the vice-chancellor's annual report. Ah. The publications? Yes, Doctor Piercemuller. Good heavens, is that the time... I really must dash. I've got the nippers outside in the car and quite honestly all hell will be let loose if...

I need them now. Didn't I mention the book review to you? I could swear I let you have a note. In *New Perspectives*. You know. That one. The one on the book by Cottrell and Dankworth? *Semology: Science or Sorcery*. Yes, I've got that one from last year. Really? Did I give it to you last year?

And the year before, Doctor Piercemuller. Don't you remember the vice-chancellor rang up and said something peculiar about it? What was that? He wondered if it was the journal's policy to make you review the book three times before they let you keep it. I see. Look, Maureen, I just can't quite put my mind to it for the moment what with having to pop into town and get some of that damn anti-mosquito cream before tomorrow morning. Could you sort of... well, you know... Something on the lines of before, Doctor Piercemuller? Yes, that's the ticket. Say, *The Problem of... erm... Logocentrism in Saussure*. Yes, that sort of thing. If you could work in the word "deconstruction", so much the better. And the journal... erm... *Proceedings of the Canadian Philosophical Society*? Excellent. Or one of those single word jobs—you know, *Nexus* or *Praxis* or *Logos*. Oh, Doctor Piercemuller. Just one thing before you disappear. Yes, Maureen? Now that I've managed to catch you, there's really no need to go out through the ventilation shaft. Ah yes. Shh. My. Well, ciao Maureen. Ciao, Doctor Piercemuller.

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New cuts will hit students hardest

by Ngao Crequer and John O'Leary
Student grants will bear the brunt of the £30m cuts under discussion at the Department of Education and Science this week, with science and universities' new blood posts likely to be spared.

Although the universities, which account for half the DES's direct budget, will be asked for some further economies, their share will amount to probably less than 1 per cent of their total allocation and may be found through the rescheduling of special funds. The University Grants Committee was discussing its own proposals yesterday, but a public announcement of the distribution of the cuts will not be made until later in the month.

The voluntary colleges may also be asked for some economies, but the polytechnics and local authority colleges escape from the reductions demanded last week by Mr Nigel Lawson, Chancellor of the Exchequer. Some will suffer as a result of rates penalties announced previously by Mr Patrick Jenkin, Secretary of State for the Environment, but the £30m education cuts will apply only to the DES-funded institutions.

Sir Keith Joseph, Secretary of State for Education and Science, said this week that no decisions had been taken on where the cuts should fall, but he was anxious to protect scientific research and the new blood initiative. He is also known to want the

universities not to reduce their intakes further in response to the latest announcements.

There were preliminary discussions this week between the DES and the University Grants Committee on the size of the cuts, and between the UGC and the Committee of Vice Chancellors and Principals on ways of implementing them.

One option being seriously canvassed within the UGC is a raid on the special accounts, to avoid another round of cuts for individual universities. At risk for example would be the restructuring fund for new developments, and possibly some of the redundancy fund, and any other under-spent budgets.

The money must be found within this financial year, which ends in March 1984 and so by careful accounting, the universities could be spared more harsh treatment now, although adjustments might be needed in the recurrent grant for following years.

Of more long-term significance however may be the letter on recurrent grant which goes out at the end of the month and which the committee considered yesterday. In February the UGC said that in July it would be able to tell the universities about their grant for after years. In fact the committee will break that pledge and only give provisional figures for the 1984/85 grant.

Both the universities and the public sector will be

more concerned about predictions of further public spending cuts in the autumn. The Expenditure Steering Group: Education has already warned of the first widespread use of compulsory redundancies among lecturers in polytechnics and colleges if local authorities are forced to implement 5 per cent cuts next year.

A revised report on the prospects for public sector higher education concedes that a 2 per cent cut could be managed through economies in non-teaching areas and further use of premature retirements. However, a 5 per cent cut would mean the loss of 1,000 extra lecturing jobs on top of the 1,200 which would be likely to go on the lower projection.

The immediate round of cuts is likely to result in the withdrawal of a previous understanding that student grants would rise by 4 per cent next year. The options for ministers are either a freeze or a new squeeze on parental contributions.

The National Union of Students, said "We hope Sir Keith won't be so silly as to try to chop student grant levels to pay for this. If he does he is reckoning without the blow-up on campuses that this will inevitably cause."

The Association of University Teachers claims that the Prime Minister pledged before the election that the university cuts were finished. They have drawn the attention of Sir Keith to this.

Aston backs down over redundancies

Aston University has backed down in its attempt to dismiss academic staff compulsorily.

The university council voted this week to rescind its motion last year that steps should be made to seek the dismissals. This follows a similar rejection by the senate and a change of heart by the vice-chancellor, Professor Frederick Crawford who said that the staffing position had "changed dramatically" within a week "and fears of immediate redundancies have now been relieved".

The Association of University Teachers, who put the motion to council and who fought a long campaign against the dismissals was jubilant. A recommendation will go to its executive today to withdraw the writ aimed at restraining the university from the sackings.

Ms Diana Warwick, general secretary said: "We are obviously very pleased with the outcome. It would be wrong to minimize the problems but at last this university can work together to solve them."



The already protracted celebrations marking the 400th anniversary of Edinburgh University will now reach a wilder section of the population after the naming of a diesel locomotive in honour of the event. Rector Mr David Steel (right) donned appropriate headgear for the ceremony and has enthusiastic support from the university principal, Dr John Burnett. However, the two are on opposite sides in a row over the future of Edinburgh's day nursery.

Research study wins backing

by Jon Turney
Science Correspondent

Britain's science policy-makers have agreed to back a path-breaking study to test methods of evaluating research. The Advisory Board for the Research Councils will spend £50,000 on work to measure the productivity of five areas of scientific research which span the interests of the research councils. The Social Science Research Council, which will run the study, will match this sum.

A small contract will be given to the Science Policy Research Unit at Sussex University—where work by John Irvine and Ben Martin has been a focus for controversy this year—but most of the money will go abroad. The study will concentrate on "cognitive mapping" techniques, which use computer analysis of research citations. The five areas to be covered, agreed at a meeting on Tuesday, are ocean cur-

rents, cognitive psychology, mathematics, protein nutrition in cattle and protein crystallography.

This last area is the field of Sir David Phillips, chairman of the ABRC and of the steering group which will oversee the research. The formal announcement of the new studies will say that the five areas have been chosen without any special policy implications and that the work is to see if new methods can help ABRC formulate its advice to the Department of Education and Science.

But he added that at the costs estimated for this study, he could not imagine how the ABRC could extend this kind of evaluation to the whole range of scientific disciplines. Any future development of the work would focus on carefully selected fields.

There is considerable opposition to development of science mapping techniques among senior scientists, who fear they cannot give a fair picture of the fine grain of research.

Cheating prospers worldwide

from John Walshe

DUBLIN
A tried and trusted method of getting through college with ease is rapidly increasing in popularity, an international conference learned at the weekend.

In fact, cheating has reached epidemic proportions in the United States, according to two academics who have studied the phenomenon.

Edward Drachman of the University of Hartford and Richard Saul of Boston University described the results of investigations in their own colleges. Their findings left delegates in Dublin at the Ninth International Conference on Improving University Teaching in no doubt that cheating poses a serious threat to academic integrity.

Most of the students who took part in the survey already had established a pattern of cheating before entering college, having picked up the tips at High School. Questionnaires were

given in class to 53 students at Hartford and 59 students at Boston and answered anonymously.

The most frequent ways of cheating were obtaining test information from other students, allowing others to use or copy work on tests, plagiarism, and not revealing marking errors made in the grading in favour of the student.

Both at Hartford (58 per cent) and Boston (35 per cent), students reported that insufficient time to study was the main reason they cheated.

Parental pressure was the second most important reason for cheating. Fourteen per cent of Hartford students and 32 per cent of Boston students gave this as a reason.

The authors suggested that colleges themselves inadvertently encouraged cheating because cheats either went undetected or insufficiently punished. They concluded that faculty members were basically lazy at detecting and preventing cheating.

Nautical studies scuppered

The first firm indication of the National Advisory Body's resolve to face up to closures in its planning for 1984/85 came this week with recommendations from its board that nautical studies should be withdrawn from one polytechnic and four colleges, writes John O'Leary.

But members of the board rejected proposals from the NAB secretariat that a fifth college, Humber-side, should also lose its advanced nautical work. Local authority and Department of Education and Science representatives abstained in the vote, leaving no opposition to Humber-side's reprieve.

The rationalization exercise was taken over from the Council of Local Education Authorities, which decided against identifying particular institutions to cut through warning of over-provision. A study by the DES forecast a demand for only 200 students per year in the main subject areas by 1987/88 and suggested minimum numbers of 60 to 80 students per college.

The NAB board accepted the need to reduce the number of centres of advanced courses and gave preference to those colleges supported by the industry itself. Courses were recommended to be withdrawn from Brunel Technical College, Bristol; City of London Polytechnic; the Merchant Navy College; the Nautical College, Fleetwood; and Lowestoft College of Further Education. The proposals will go before the next meeting of the NAB committee.

Subject guidelines for the main planning exercise, which will provide advice on the distribution of places throughout the public sector in 1984-85, were also agreed by the board. Enrolment targets were based on the returns submitted by the institutions themselves in anticipation of a 10 per cent cut, but the figures are close to those put to the committee by Mr Christopher Ball, chairman of the board and under discussion at a meeting today with Sir Keith Joseph, secretary of State for Education.

The guidelines allow for a 4 per cent increase in first-year enrolments to engineering, technology, science, mathematics and computing and management and law courses to cope with anticipated extra demand in those subjects. All other courses would take a 10 per cent cut in enrolments, although the secretariat was given flexibility in drawing up the proposals to be sent to institutions at the end of next month.

In fact, the targets are close to the institutions' own assessment of demand, which already suggested some slackening of pressure for places in the medical area, art and design and some smaller subject areas. The guidelines were the board's last opportunity to influence the secretariat in its choice of colleges and polytechnics to recommend for cuts next month. Proposals will be sent direct to the institutions concerned and only discussed by the board and committee in the light of their responses.

Mr David Bethel, director of Leicester Polytechnic, will replace Dr William Birch, as the polytechnic directors' second nominee on the NAB board. He was chosen in preference to Dr Harold Law, of Portsmouth Polytechnic, after recommendations from Dr Birch that the nominee should not be a CDP office-holder.

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MRC bails out research groups

by Jon Turney
Science Correspondent

The Medical Research Council has given special grants to more than a dozen university research groups in a major departure from the informal rules of the dual support system.

The other three natural scientific research councils have so far declined to counteract pressure on the University Grants Committee contribution to research budgets, which theoretically underwrites "well-founded" laboratories for external grant holders.

However, late last year, the MRC announced that it would consider applications for money above normal grants from particularly hard-pressed research groups.

Applicants for the scheme have to demonstrate a need which would normally be met by the host university. The council stipulates that any UGC funds released as a result of its extra money should be used for research.

Sir James Gowans, secretary of the MRC, said when the scheme was announced that the number of applications would indicate the pressure on the universities' side of the dual support system. He estimated that the council would spend £5m over five years, backing around 20 research groups.

The MRC has now disclosed that more than 50 inquiries were made about the scheme and the first 13

awards have been made. These cover eight institutions and total £1.3m, the individual grants running from one to three years. Applications for the scheme are still coming in and the council now says there is no upper limit on the total of awards.

Six of the first batch of awards, totalling £350,000, go to the Royal Postgraduate Medical School in London. Professor Donald Moss, the school's acting dean, said he was pleased the MRC had taken positive action to ease pressure on the dual support system, to ensure that money invested in research grants could be used properly.

The school got around half its £8m a year income from research grants, of which a large proportion come from the MRC. Professor Moss said the school's success in winning support under the new scheme showed its success in maintaining the quality of its research after the cuts.

MRC officials stress the council's view that the dual support system must be restored to normal in the long term. The other research councils are still wary of similar departures from accepted practice.

The Natural Environment Research Council, in particular, has withheld grants from departments it considered poorly supported by the host institutions, even at the risk of condemning them to a spiral of diminishing support on both sides.

Academy president sounds cautious note

by Paul Flather

The British Academy has a duty to develop its role in supporting research but it is not equivalent to becoming a research council for the humanities, Professor Owen Chadwick, the academy's president said this week.

Professor Chadwick, giving the presidential speech at the academy's annual general meeting, said in some essential areas it was hard for those out to benefit the humanities to know where to look except to the academy.

The meeting coincided with a visit by the Queen to inaugurate the academy's new premises at 20-21 Cornwall Terrace in north London.

"Partly perhaps by a historical accident, we have acquired expertise in this area and a reputation for even handed recognition of merit achieved," he told the assembled fellows.

His speech signalled clearly the new role to be taken by the academy as the champion of the humanities. But by virtue of its charter, he said, it must remain a self-constituting fellowship and so distinct from research councils where members are appointed by Government. Election as a fellow is based on individual distinction as judged by fellow academics.

The academy, as expected, passed a resolution from its governing council to take control of the administration and award of the 770 postgraduate studentships in the humanities providing its existing work is not prejudiced.

Discussions between the academy and the Department of Education and Science, which currently handles humanities awards, have been taking place for more than a year. The change would almost quadruple the academy's budget to almost £12m.

Professor Chadwick, who is master of Selwyn College, Cambridge, re-



Professor Owen Chadwick: new role for academy

ported to the meeting that the great majority of the academy's sections supported the proposal after discussion. "The fact is we have a chance of doing some good to higher studies in the humanities," he said commending the resolution.

He noted how the academy already spent more than £1m a year sustaining humanities research of impressively high standards, on a diversity of subjects, in a wide range of institutions. "It would be regrettable if we were to shrink from that part of our present work."

The academy, he said, was also building closer links with the universities through its involvement in the discussions over New Blood posts, and its readership scheme allowing universities to fill posts while academics finishing research were supported by the academy.

Mr John Carswell, secretary of the academy since 1978, will retire on September 30. He is to be succeeded by Mr Peter Brown, at present the deputy secretary.

Leader, back page



Clare Willis of Middlesex Polytechnic takes a seat in her chair, one of the designs in an exhibition of third year students' work at the Seven Dials Gallery, Earlham Street, London WC2.

Union merger threatened

by Felicity Jones

The merger between the National Association of Teachers in Further and Higher Education and the Association for Adult and Continuing Education was thrown into jeopardy at the weekend after the AACE conference tied it to introducing a sliding scale of subscriptions.

Delegates at the AACE annual conference agreed to a merger provided that this led to no decline in the rights of members. A special conference will be convened in the autumn to consider the proposals for the merger and this will be followed by a ballot of all 3,000 members.

After throwing out a motion calling for a system of membership subscription linked to gross income, delegates then voted in effect for the same thing through a motion put by the Berkshire branch.

The Natfhe has already shelved plans for a sliding scale of subscriptions particularly aimed at part-timers who already pay a reduced part-time rate of £21 or £12 for associate membership but feel overcharged because they are working fewer than eight hours a week.

Within the larger union the feeling is that a sliding scale would then apply to everyone, would be potentially divisive and put an unfair burden on those in the top salary bracket.

The AACE's general secretary, Ms Lucia Jones, said that the conference decision did not mean an end to talks.

Some kind of compromise may be possible since the Natfhe had already agreed to an interim arrangement and bands of payment whereby part-timers working less than eight hours would pay less. But if the membership hold the AACE to a strict form of sliding subscription, then the prospects of a merger look bleak.

The Natfhe and the AACE have had joint membership since 1977, and they have been moving towards a single union since then.

Delegates at the conference also agreed against national executive council advice to affiliate to the Campaign for Nuclear Disarmament. They decided not to put the final decision to a ballot of members.

The association plans to encourage other teacher unions to follow suit, to encourage members to work closely with local peace groups and to promote peace studies as part of provision for adults in their institutes and colleges.

Overseas students' package 'improved Britain's image'

Britain's standing abroad has improved as a result of the Government's £46m package of aid for overseas students, but it will not undo entirely the damage done by the initial introduction of full-cost fees.

This is the impression given to British Council offices around the world, according to Mr Roderick Cavallero, deputy director general of the council. Speaking at a press conference to launch the council's annual report, he said that those abroad generally appeared to consider the Government had seen the error of its ways and would never go back to a similar policy.

He cited Malaysia as an example of a country which had altered its attitude to Britain as a result of the package. There the government had lifted an embargo on its sponsored students coming to Britain and had also softened its opposition to British firms.

Mr Cavallero added that higher fees had done some good in forcing universities and polytechnics to provide a better service to the overseas student, who now had to be regarded as a client.

The package was also welcomed by Sir John Burgh, the director general in his annual report, although he said that Britain was no longer the automatic first choice for those seeking to study abroad. Higher and further education would have to sell its services abroad, with the help of the British Council, and a £100,000 Government grant to conduct market research into the educational needs of other countries would assist in this process.

Go-between for merger

Sir Philip Rogers has been asked by London University council to act as a go-between for the merging Bedford and Royal Holloway colleges.

Sir Philip, a court member and former permanent secretary at the Department of Health and Social Security, is chairman of the University Superannuation Scheme. He will act as an "honest broker" in the event of any disputes.

He has already met separately senior teams from both colleges who are happy to accept his advice. The merger went one step further last week with the launching of a merged prospectus.

By October 1984 entry will be to the Royal Holloway site in Egham for all departments except geography, geol-



Sir John Burgh: welcomed package

Sir John said he hoped the council would escape the latest round of spending cuts announced last week in the Commons. The council had been assured by ministers last year that it would not be subject to cash limits before the end of the four-year programme of cuts imposed in 1980.

"We struck a bargain with the Government and hitherto we have stuck to it and so has the Government," he said.

"It seems reasonable to me that bargains struck will be bargains stuck to." He said that the council's productivity had risen by about 30 per cent since the cuts began, the volume of activity being maintained while the number of staff appointed in London fell by 19 per cent and total spending dropped by almost the same proportion. A further cut now would disrupt the programme of work and precipitate withdrawals from other countries.

When cash limits are reintroduced, in 1984-85, Sir John said the council will need an additional £7m to maintain their existing operations.

gy, psychology and social policy, which will remain for one more year at Bedford's Regent's Park site.

It has still not been decided what to call the merged institution. The prospectus calls it Royal Holloway and Bedford Colleges. Both colleges have asked for the views of present and past members, to see if they would prefer a combination of the existing name or a completely new name.

Opinion appears to be divided. Many at Holloway want to keep the 'Royal' title: to transfer it to a new name would need the permission of the Queen. Some Bedford people have come up with completely new names like the Prince William or Victoria College.

Records protected

Changes in the law, notably the Export Licensing Regulations and the acceptance of material "of preeminent national importance" in lieu of estate duty and capital transfer tax, has made it possible to staunch and perhaps in the future reverse the flow of valuable historical and cultural records overseas, according to a report published this week.

The twenty-sixth report of the Royal Commission on Historical Manuscripts, covers the period 1968 to 1981. By the end of 1981, the National Register of Archives listed nearly 25,000 collections (compared to 12,000 documented in the mid-sixties).

SSRC shakes up PhD system

by Paul Flather

New-style doctorate degrees - involving one year of taught work followed by two years work on a thesis - are being promoted by the Social Science Research Council in a shake-up of its postgraduate awards system.

The council has just decided to allocate up to half of its annual round of awards through a pool of "open competition", as requested last year by Sir Keith Joseph, the Secretary of State for Education.

This year the SSRC has made 772 new awards, with 243 "competition awards". A significant increase next year will mean far fewer "committee awards" allocated directly to individual departments in polytechnics and universities.

In changing its system the council has taken particular note of two reports. Lord Rothschild's called for American-style PhD programmes "with a rigorous first year of taught courses followed by an examination, and two further years devoted to a

thesis in which competence is to be as important as originality". Sir Peter Swinnerton - Dyer's also calling for taught elements and continuous assessment.

The SSRC has now asked department to put up schemes which "contain particular emphasis on research methods and training, on topics where suitable supervision is available within the department and which is manageable in the period". Students would be assessed before proceeding to two years' work on a thesis.

Detailed proposals on the new-style degrees will be put to the council at its next meeting in Cambridge next week in a paper prepared by Mr Michael Posner, the chairman.

The proposed changes have aroused some concern among social scientists in universities. They are worried about the drop in awards linked directly to departments which will make it difficult for them to plan research programmes.

They are also concerned that it will

extremely difficult to mount post-graduate teaching courses when so few students, in some cases perhaps just one, will be involved. Professor John Eldridge, of Glasgow University, chairman of the Association of Learned Societies in the Social Sciences said: "It's going to be very tricky planning, ahead with fewer linked awards and so many different modes."

Mr Posner said the new-style degrees were now on offer from next year and it was up to university departments to respond and put up acceptable proposals. The new system will operate for four years from 1984 and be reviewed in 1987.

Departments applying for "committee awards" will have to submit their applications for advanced courses by November and for linked and collaborative awards by February. Competition awards will be assessed by the council and made direct to students, who will be free to nominate any departments for their studies. The closing date will be May 1 each year.

Councils jib at sales proposals

by Jon Turney
Science Correspondent

The government's waste-spotter, Sir Derek Rayner, has cast an eye over the four big-spending research councils and recommended multimillion pound land and building sales, including sale of Herstoncoeur Castle at the Royal Greenwich Observatory's site. Many of the proposals are opposed by staff and management.

Sir Derek's unit was commissioned to examine supplies and buildings in the research councils by the Secretary of State at the Department of Education and Science and the heads of the four councils. Reports on the Science and Engineering Agricultural, Natural Environment and Medical Research Councils have now been submitted to Sir Keith Joseph, together with staff comments. Comments from management must be offered by the end of the month.

The Rayner unit estimates that the SERC, the largest research council, could save over £3m capital costs and £450,000 a year of revenue through measures including the sale of 95 houses owned by the Rutherford-Appleton Laboratory, up to 50 job losses and adjustments to stores and buying procedures. The most contentious recommendation is the sale of Herstoncoeur Castle, saving around £1m.

The report argues that the Royal Greenwich Observatory's Sussex site is less important for observation now that new instruments are sited overseas, and suggests that the Public Records Office could take over the RGO's archives. The Rayner team also recommended that the SERC look at the possibility of merging the RGO with the Royal Observatory in Edinburgh.

The SERC staff side response is hostile to both proposals, and the council's official stance is that it will not comment on Rayner's suggestions for the RGO in its first response to the report as they have much wider scientific implications than the other Rayner recommendations.

RGO staff point out that the Sussex site will be used for remote control of the telescopes in the Canary Islands. Professor Alec Boksenberg, director of the Greenwich Observatory, said there would be no real saving from a sale because new buildings would be needed instead.

The Rayner unit's report on the Agricultural Research Council estimates that more than £2m could be saved over five years through sale of houses, disposal of stockholdings and central supplies buying.

The reports on the NERC and the MRC did not look at estate management, and the main recommendations concern organization of stores and supplies. For the NERC, Rayner suggests moving the Institute of Geological Science library from London to Nottingham, and amalgamating libraries at the two NERC marine research institutes in Plymouth. For the MRC, the Rayner unit only identified potential savings of around £750,000 a year, mainly through bulk buying of essential scientific supplies.



South Glamorgan Institute of Higher Education came to the help of a restoration appeal fund for Llandaff Cathedral. Ruth Harris (above) and Catherine Hopper designed tea towels and Jock Williamson produced a limited edition of 20 porcelain bowls which will be sold to raise money.

MSC paper 'insulting'

The Manpower Services Commission's concentration on measures to raise productivity and improve the flexibility of the labour force at a time of increasing unemployment is both "gross and insulting", according to the National Association of Teachers in Further and Higher Education.

In its response to the MSC's discussion paper *Towards an Adult Training Strategy* the union says that skill shortages were not the main factor in preventing economic growth. Yet the MSC's approach to adult training was largely economic when the main causes of economic decline were chronic underinvestment, it adds.

The Natfhe stresses the need for a comprehensive strategy of education and training for adults which ensures right of access to continuing education and training for everyone at any stage in life. The union wants to see legislative back-up with positive action by the Government.

A major concern is the absence of any discussion about the need for additional money. The association says that no adequate strategy can be developed without substantial extra funding.

The union thinks that the discussion paper does not give sufficient recognition to the contribution made by other agencies to the education service. Too often the education service felt that its expertise and knowledge was pushed aside by the MSC, it says.

Cash decision on poly directors' body delayed

by Karen Gold

The Council of Local Education Authorities this week agreed a stay of execution on the funding of the Committee of Directors of Polytechnics, and backed a substantial expansion of the Coombe Lodge further education staff college.

At a meeting before the start of their annual conference at Canterbury, CLEA members decided to set up a special sub-committee to look at the current system of funding the CDP from the uncapped further education pool, despite hearing a paper agreed by the CDP in its defence.

They did agree this year's funding of around £60,000. But despite the CDP's arguing its case for continued funding on the basis of the services it provides for polytechnics as institutions, and directors as heads of those institutions, CLEA members remained unconvinced that the interests of the two organizations were similar enough to be tied with one another. Their sub-committee will report in October.

The recommendations to expand Coombe Lodge, the further education staff college, by over £12m over five years now goes to the local authority associations for their decision.

The expansion of the college will effectively double its capacity for courses, most of which are over subscribed, and in particular will meet demand for training the expanding

numbers of tutors working on the government's Youth Training Scheme.

The Manpower Services Commission has no further territorial ambitions in the school system, Mr David Young, its chairman, said yesterday. He promised the commission would confine itself to funding pilot projects in technical education, and leave the education service to run them, writes Mark Jackson.

"The success of the projects will depend upon the individual schools and colleges, head teachers, and teachers - our role is virtually at an end. You are now running them and you will make them work," he told the CLEA conference.

Mr Young said that many of the doubts and fears expressed when the Technical and Vocational Education Initiative pilot programme was announced last December were well founded. They were about whether the education service would be interested in incorporating, and whether the scheme would be too narrowly based and divisive and against the concept of a comprehensive system.

But he explained that what the pilot projects had in common was that they were across the ability range - for girls as well as boys - and offered vocational elements in a framework of broad general education within the existing organization of 14-18 education.

Refresher courses 'need more funding'

The Committee of Vice Chancellors and Principals has advised the University Grants Committee continuing education working party that post-experience courses can only be expanded if more money is made available.

This would involve distinguishing between the financing of the universities' provision and the supporting students. The CVCP does not agree with the Government that continuing education courses with a strong professional element should be largely self-financing.

It believes that firms with limited resources may not want to pay for courses which could increase an employee's chances of changing jobs.

The committee wants to see the overheads and initial costs of short courses covered by UGC recurrent grants while directly attributable costs, such as staff preparation and lecture time, would normally be covered by fees.

Financial support of students should be encouraged by the Government through tax incentives to employers and tax relief to individuals with special provision for those in the public sector or the unemployed through grant aid, the rate support grant or Manpower Services Commission funds.

The CVCP wants to see the dual funding of extra-mural adult education courses continued in those universities with responsible body status extended to all universities in England and Wales.

It would also like to see greater financial encouragement given to part-time degree provision with an increase in the proportion of the cost met from recurrent grant income and a relative decrease in that from the fees.

The present levels of fees, the CVCP thinks, is a disincentive and it wants to see fees for comparable courses in universities, public sector and the Open University put at a similar level.

Libyan students forced to abandon ship

studying marine engineering.

Dr Watson said it was standard practice at the college to take on students from shipping companies and invoice the companies for fees later. But there had been no response from the Libyan company to repeated invoices.

He had visited both the company and the Libyan Embassy in March and had been assured the arrears would be paid immediately.

When there was no settlement, Dr Watson teleaxed the shipping company's

head office in Tripoli a fortnight ago.

He warned that the courses would have to be stopped if the fees were not paid, but again there was no response. The college governors had now reluctantly decided that the students must be barred from the college.

"We've never had to do this with any other company," said Dr Watson. "But we're centrally funded and fairly tightly budgeted and have to square our books." The students, who left this week, had shown no signs of "righteous indignation", he added.

Inspectors' report slams lack of leadership

Newbattle Abbey College, Scotland's only adult education college, has been attacked in an inspectors' report for its "lack of dynamic leadership".

The unpublished report is part of the continuing Plitzky Review, a government commission which examines quangos. The report on the college should be complete within a few months.

There were fears among staff and students that the Scottish Education Department, which funds the college almost entirely, was going to withdraw support, but the inspectors say they are concerned about the present lead-

ership since they see "a continuing significant role and purpose for the college".

It would be difficult to justify any investment in Newbattle without forceful and adventurous leadership which would command support and enthusiasm from staff and students, their report says.

The college's appeal is limited because of its narrow range of subjects in the two-year diploma course, says the report, adding that while some of the present subjects are very close in content, there are "notable omissions", of psychology, fine arts,

mathematics, science and technology. It also criticizes the lack of Scottish studies, despite noted writers such as Edwin Muir and George Mackay Brown having been former students.

Flexibility is also hampered by the poor staff student ratio of 14 to one, compared to an average of between nine to one and ten to one in similar colleges south of the border.

A paper sent to last month's governors meeting by the college's academic council says staff response to increasing demand for the diploma has been for the last three years "to take on ever more students without any in-

crease in staffing". More than half of the first year places for 1984/85 are already filled, they add.

The inspectors also say that the obligation to make the diploma an acceptable university entrance qualification has limited the college's development "by imposing the constraint of formal examinations acceptable to the universities themselves".

The college should now consider how to extend opportunities for general education to other adults, developing a range of courses to suit a greater variety of students, and designing distance learning courses, it suggests.

Overseas news

Exam cheat penalties stepped up

from A. S. Abraham

BOMBAY

The provincial government of Madhya Pradesh (MP) in central India is amending the law governing examinations to provide stiff penalties following the mass copying that now disfigures almost every test.

Under the new law, now on the anvil, a student who uses unfair means can be sent to jail for up to three years or be fined Rs5,000. If this offence is very grave, he can be fined and go to jail.

The amendments to the Madhya Pradesh Recognized Examinations Act, 1937, are modelled on a more lenient law in Karnataka state in south India which stipulates a sentence of three months for unfair means in examination. In MP, offenders will be summarily tried by a first-class judicial magistrate. A conviction will be regarded as an act of moral turpitude, debarring the guilty person from ever being employed in government service.

The proposed law covers a range of examinations, mainly those held by the state's eight universities to which over 350 government and private colleges are affiliated. Examinations conducted by recognized shorthand and typewriting institutes as well as the two state universities for agriculture and music will also be included. But the biggest single chunk of examinees to whom the law will apply are the 340,000 candidates who sit the higher secondary public examination every year.

In the last three years, nearly 17,000 students have been caught using unfair means in six of the eight universities for which figures are available. Officials concede that the actual number of students using such means is much higher since most of them are not caught or are let off out of the investigators' misplaced kindness or, more usually, fear of student retribution. In Jiwaji university in Gwalior, nearly 4,500 students were apprehended in the last three years, with Sagar university not far behind with some 3,300 offenders.

The main reason for the widespread prevalence of this malpractice is said to be the large numbers on the rolls of the 162 private colleges in the state. According to an MP education department official: "They rarely make serious attempts to teach the students so that when it is time for exams they are ill-prepared and look to the college managements to get them through."

This is accomplished by appointing invigilators from the same college where the students sit the examination. No university would dare to disperse them in different colleges for fear of provoking student violence. Nor are students from one college scattered round other colleges at examination time.

University officials say they have no money to pay for transporting invigilators to places other than the colleges where they teach (invigilators are usually college teachers). But Vikram University, for instance, spent only a quarter of what it earned from the conduct of examinations in 1981-82 by way of examination fees and other charges.

How the university crusaders are fighting the Islamic fight in Iran

by Dilip Hiro

The University Crusade was one of the early creations of the Cultural Revolution Committee appointed by Ayatollah Khomeini in June 1980. It now exists in all Iranian universities and colleges of higher education.

"Every struggle which is holy is called 'crusade'," explained Moheesen Sheikhpoor, secretary of the cultural committee of the University Crusade at Tehran University. "The struggle in this case is to cleanse the universities of un-Islamic ideologies and persons. We tend to concentrate on keeping out the counter-revolutionaries."

By this he meant the Mujahdeen.

French face bigger workload

from Guy Neave

PARIS

Considerable savings are to be made in the French university budget if proposals for a major shake up in the structure of the academic profession goes through. It is reckoned that if the two decrees published last week by the ministry of education are accepted, some 100 million francs (£8m) will be saved.

Though they have yet to be discussed by the council of state and the cabinet, the two decrees proposals hold out root and branch reforms in both appointments procedures and the conditions for service for academics.

In the first place, the academic year is to be drastically lengthened from 15 to 32 weeks per year. Statutory teaching loads are also to be upped.

At present, French academics are required to teach on average three hours per week for 25 weeks a year. Now, they will face the prospect of four hours per week over 32.

Those not engaged in formal lecturing programmes will be expected to undertake six hours per week of seminar work but over 32 rather than the present 25 week year.

Those involved in administration or heavily committed to research will have some remission. And, though

doubtless not seen as a reward for outstanding virtue, provision is also to be made for a sabbatical year for those in a post for six years or more. This latter is a considerable innovation in the French context.

Furthermore, despite strenuous resistance from the various lecturers' unions, academia is to be divided into two broad categories of personnel: lecturers (*maîtres de conférence*) and full professors. This replaces the full categories at present, though university teachers' unions pressed hard for a single category.

Significant changes are to be made in the system of recruitment. These have been introduced with the main idea of increasing mobility between different universities - a feature not particularly noticeable in French higher education.

Recruitment to lecturer posts will be on the basis of public competition open to all holdings a doctoral degree. Exactly what type of doctoral degree is still under hot debate somewhere in the tangled skein of the Higher Education Guideline Bill. Changes in the nomination to professorial posts is also in the offing.

Candidates will be chosen from among those endowed with a recognition (*habilitation*) of fitness to direct

research work. This too forms part of the Higher Education Guideline Bill and as such is not generally known about at the moment.

Some places in the professorial ranks will, it is proposed, be set aside for lecturers of 10 or more years standing or for those who have been on overseas cooperations schemes for more than four years.

Hopefully, these reforms will be introduced in time for the start of the coming year university year.

So far, reactions have been tepid. The minister, like his predecessor, has taken advantage of the summer vacation to unveil what at other times might be seen as rather unpalatable.

Particularly interesting is the government's firm resolve to reduce the time honoured system of extra hours. This system, though it allowed part timers to earn their keep, also allowed the tenure to increase their salaries yet further. It has been a source of continual worry to successive administrations.

By increasing the teaching load across the board, the minister of education, M. Alain Savary, hopes not only to make monetary savings. He hopes also to reduce one of the more outstanding anomalies in the practices of French higher education.

College goes against grain

from P. E. Burke

OKLAHOMA

While most of the universities in the United States are having difficulties with their enrolments, the new state-sponsored Tulsa Junior College will probably have to turn away 3,000 potential students for the next academic year because of lack of funds.

"Reaganomics" and the fall in oil revenues, which provide much of the funding of education in Oklahoma, have resulted in a drop of \$646,292 in funding during the current academic year. Next year worse is feared.

Recently the college has built an extension campus in south east Tulsa to accommodate the increased numbers of students attracted by its low fees. The private, non-profit University of Tulsa going through a financial crisis brought about partly by lack of students.

Tulsa Junior College has had an annual growth of 10 to 12 per cent over the past seven years and before the cuts were announced a student body of 18,000 had been projected for the next academic year.

"We have very few dollars to take

care of an enrolment increase and to open TJC's new South East Campus," stated Dr. Alfred M. Phillips, college dean.

"A rubber band will stretch only so far and TJC finds itself in a unique situation - a new campus and an increased number of students. What this means is that we shall have to turn away some 3,000 students."

As further ways of saving money, the college will not offer Saturday classes, it will cut the summer courses in the 1983-84 academic year and reduce the number of part-time lecturers.

"We shall have to reduce our enrolment to maintain quality because there is no such thing as a 'steady state' - holding the line in a growth institution means that you are regressing."

There is a sad irony in these educational cuts brought about by Reaganomics. "A high percentage of people enrolling are enrolling for skill training and a great many for retraining. There are going to be hundreds of people who need to change their skills and retrain for something else and the opportunities are not going to be available to them," concluded Dr Phillips.

Token strike over salaries

from D.B. Udalagama

COLOMBO

University teachers have opposed claims by the University Grants Commission that the salary revision announced recently represents a "substantial" improvement in existing salary scales. The Science Teachers' Association of the Colombo University has decided to reject the new scales and to hold a day's token strike in protest.

The association has said that some grades of teachers have been allowed increases as low as Rs 4 (about 10 pence) and Rs 11.50 a month while the emoluments of certain categories have actually come down. They are also to refrain from supervising and invigilating theory examinations and form attending university convocations from July 15.

The chairman of the UGC, Professor S. F. Kalpage told a press conference that the majority of the university staff were happy with the new scales and, out of an academic staff of about 2500, only four lecturers had requested the adjustment of salary anomalies.

Some teachers have obtained increases of 85 per cent, he was also quoted as saying. The association has rejected his statement as false and misleading and challenges the chairman to produce the calculation whereby he arrive at the figure of 85 per cent.

The new salary scales, it adds, were proposed as far back as July last year and were totally rejected by this association and the Federation of University Teachers' Associations. It also requests the UGC to take immediate steps to implement their proposals.

Creole is Stanford's pidgin

from E. Patrick McQuaid

WASHINGTON

Stanford University in California is becoming a centre for the study of pidgin and creole language with the publication of an international newsletter, *The Carrier Pidgin*, according to Mr John Rickford, assistant professor of linguistics.

"We've a relatively high percentage of PhDs and postgraduates in creole languages and we'll attract more as we become better known as a centre - in my opinion the centre for pidgin and creole studies," he said.

A pidgin is a mixture of three or more languages used for rudimentary communication. A creole is an expanded variety which has acquired people who speak it as a native tongue.

Unique in its field, *The Carrier Pidgin* provides information about new books and papers, conferences and notes and queries. Mr Rickford observed: "It is the only source that let's you know what people are doing as they do it."

"Pidgins and Creoles have been receiving more national and international attention because of their theoretical significance for linguistics and other fields," he added. For instance, Derek Bickerton's book, *Roads of Language*, draws on the origin of human language. It suggests that people are pre-wired with a creole-like linguistic system called a "bioprogram."

Pidgins often arise on colonial plantations, with small powerful groups speaking one language and a larger, powerless group speaking a variety of native languages. The pidgin takes its vocabulary from the language of the ruling group, like English or French, and its syntax from the subordinate group, like the West African languages of slaves brought to the Caribbean.

The pidgin undergoes simplification, losing inflectional endings and some grammatical categories. The children of pidgin users learn it as their first language. It has then become a creole and, with greater work to do, expands its vocabulary and grammatical resources. In ordinary language acquisition parents are experts and children novices; with creoles the reverse is true.

Derek Bickerton argues that children get the tools and material to create a more developed language from whatever it is that humans have wired into their system, the linguistic-genetic bioprogram. When the children don't have a complex language, they have to draw on their bioprogram to create one.

Further evidence for a bioprogram Mr Bickerton suggests, is the fact that many creoles are similar in ways that are very different from their associated standard language. By studying the creoles and the similarities, we can begin to understand the structure of bioprograms.

Other Stanford Professors on *The Carrier Pidgin*'s editorial board are Elizabeth Traugott, who is interested in literary dialects and historical linguistics, and Charles Ferguson, who has explored the similarities between pidgins and creoles and simplified registers like baby talk.

At the same time the students find the campus atmosphere congenial to deepening their knowledge and understanding of Islam. The University Crusade officials see that it is. At Tehran University, for instance, operating from their offices in the university's administrative block, the University Crusade officials run classes on Islam for the students and staff, and organize seminars. They also publish posters and booklets, and show films on Islamic subjects.

In short, the University Crusade is an integral part of the cultural revolution that has now been afoot in Iran's colleges and universities for the past three years.

Concern about cash is the message

from E. Patrick McQuaid
WASHINGTON

At the third of six public inquiries in Amherst, Massachusetts on the future of the federal role in American higher education, representatives of the department of education got an earful of other executives and students who came from five states.

The message these witnesses sent back to Washington was perhaps best summarized by the chancellor of the State University of Massachusetts, Mr Joseph Duffey, when he speculated whether qualified students are "unable to attend the post-secondary institution most appropriate to their interest and abilities because of deficiencies in the present student assistance programmes."

Professor warns of 'revolution'

from John Walshe

DUBLIN

Higher education has a breathing space of about 10 to 15 years to prepare for the coming information and education revolution, a conference in Dublin was told last week.

At the base of this imminent revolution was the computer, said Dr Tom Stonier, professor of science and society at the University of Bradford.

It was already beginning in the home where there was an increasing number of home computers. Dr Stonier predicted that before long there would be a strong shift, particularly for younger children from school based to home based education. Children, in effect, would learn at home and go to school to play and to socialize.

He said the revolution was starting to spread to primary and secondary schools, helped on by parents who realized the increasing importance of computers in society. It would not hit the tertiary level fully until towards the end of the century.

He said that the role of the teacher after this revolution would be entirely different - a teacher would be a knowledge counsellor and information guide.

Dr Stonier acknowledged that many present experiments in computer assisted learning were "primitive" but said they would expand and improve rapidly during this decade to set the stage for real computer-based learning.

"Just as the books and printed material are central to a modern education system, so will education, barely in the next century, be based on the computer and other electronic information-communication devices."

However, not all the delegates to the conference held at the National Institute for Higher Education were convinced either that the revolution was coming or that it would necessarily bring about a better order.

"Have we not heard it all before about TV and video?" asked Marcel Goldschmidt, professor of psychology and higher education at the Swiss Federal Institute of Technology.

The vice chancellor of Gujarat agriculture university in India, Professor Rasiklal Shukla wondered if computer assisted learning would make the students too individualistic in their approach - "after all, they have to live in society," he remarked.

An American delegate raised the problem of the NIH syndrome - the "not invented here" attitude which would prevent academics using computer material prepared elsewhere.

It was left to a delegate from an English university to raise the unanswered question "if there is a revolution, where is the blood?"

However, by the end of the four-day conference more of the delegates were convinced that if there was a revolution coming they might as well be part of it.

Dr Lionel F. Evans of the Centre for Educational Technology, City University, London assured them that the forthcoming changes would not diminish their academic role - in fact, they would be freer to deal personally with students and there would be much more time for small tutorial type sessions, he suggested.

Chiming in on that note were the president of Smith College, the nation's oldest and largest women's institute, executives from other colleges and several students. Mrs Jill Ker Conway, the Smith president, said that the uncertainty over federal assistance was severely affecting recruitment efforts at the private college and causing "deep anxiety" among students.

The public hearings are being conducted at the direction of the education secretary, Mr Terrel Bell, in order to explore a range of options in the development of the administration's proposals for the reauthorization of the Higher Education Act of 1965, a sweeping piece of legislation establishing 45 separate programmes. These include nine undergraduate student assistance programmes, funding for construction and renovation of

academic facilities, graduate student fellowships, international education, and other programmes for which the Congress appropriated more than \$7bn during the current fiscal year.

On the face of it, Amherst appears to be an appropriate location for such hearings. It is home to four distinguished colleges - Smith, Mount Holyoke, Hampshire, and Amherst - and a major comprehensive public research university, the largest campus of the statewide University of Massachusetts system. But it is also an isolated, rural valley and that, coupled with the "unusually early" dates of the hearings, as Mr Duffey points out, has many educators sceptical of the department's intentions. Some believe that the department wants to establish their own record so they can defend themselves against Mr Reagan's critics who

do not want to see cuts in federal education spending.

One university executive said he believed that the department only wanted to give the appearance of collecting informed testimony and had no intention of being swayed from its earlier track. In many states mid-June and early July mark the end of the fiscal year and institutional officers are too busy with their own budgets to travel. Other hearing sites include Saddleback Community College in Mission Viejo, California.

The Higher Education Act is due to expire in September 1985 but could be extended through 1988 should the senate not take timely action, according to the government's assistant secretary for post-secondary education, Mr Edward Elmendorf.

President Miguel de la Madrid Hurtado has publicly spoken of his intent to give "irrestrictive" aid for public universities during his political campaign and the six months that he has now been in office. But the fact is that there is a scarcity of funds and university budgets are suffering.

While the present administration is making every effort to provide financial resources for the efficient operation of universities, delivery of funds has often been delayed. Budgets have been increased, but rising operational costs cause problems for institutions.

This is one of the main reasons UNAM (the key university in Mexico) has told trade unions it is in no position to grant additional wage increases.

With the lack of reliable statistics in Mexico it is difficult to have a clear cut picture of the extent of the lack of resources. In provincial institutions the federal subsidy is at 25 per cent, but university authorities argue that this is insufficient and would like to have it increased.

Deans of some regional universities, such as those of Zacatecas, Guerrero and Sinaloa, have complained of insufficient funds and working with budgetary deficits. In some cases there are unconfirmed reports that salaries for closing months of 1982 have yet to be paid.

Understandably, the present De la Madrid administration is hard pressed in its drive for economic recuperation. There is a need to allocate funds with caution, both for public and private needs in industry and commerce, for exports and for essential imports.

The university system in Mexico is a prime concern of the president, but channelling of needed funds is moving slowly. Deans of provincial universities have accused the state of "discrimination" and that their development has been limited as a result of insufficient official support.

The minister of education, Jesus Reyes Héroles, has promised that "new and more flexible" mechanisms will be created to relieve the financial problems of the nation's institutions of higher learning.

People saw the Mehran University students' agitation as another manifestation of deepening crisis in higher education throughout the country.

Foreign student numbers cut

from Geoff Maslin

MELBOURNE

The Australian government has decided to cut the number of foreign students allowed into the country next year by 14 per cent. Altogether, some 500 fewer students will be given entry visas to study in Australia in 1984 than at present.

The decision follows an earlier announcement by the federal minister for education and youth affairs, Senator Susan Ryan, that the number of foreign students entering in 1984 would be frozen at present levels.

Despite the cutback in entry visas, the number of tertiary students entering Australian universities and colleges next year will be increased by an

additional 2,500 overseas secondary students now studying here and expected to go on to higher education in 1984.

This means that some 4,000 overseas students will be allowed to begin tertiary studies in 1984. This represents an increase of 400 over the number of tertiary places available on 1983, but the cuts affecting secondary students will reduce their tertiary intake of foreign students in the next two or three years.

The decision to clamp down on places for overseas students follows pressure from several Australian universities seeking to reverse the trend of relatively easy access to the Australian education system at the cost of restricting places to local students.

A university representative said that the policy requiring male foreigners to reside at international House was a cost-cutting measure also intended to help those students acclimate themselves to an American environment.

Between 200 and 300 students have stayed at the dormitory or moved off the campus because of the policy.

Freedom of association and equal protection of the law.

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Mexican universities face crisis

from Emil Zubryn

CUERNAVACA

While Mexican universities await the outcome of their latest round of strikes, all institutions of higher learning, from the National University of Mexico (UNAM) down to those in the provinces, are already undergoing one of the most serious economic crises in their history.

The National Association of Universities and Institutions of Higher Learning (ANUIES) says present financial and budgetary problems in universities are most severe. Other lesser difficulties are mainly recurrent labour disputes, lack of highly trained professional talent and overcrowded facilities.

President Miguel de la Madrid Hurtado has publicly spoken of his intent to give "irrestrictive" aid for public universities during his political campaign and the six months that he has now been in office. But the fact is that there is a scarcity of funds and university budgets are suffering.

While the present administration is making every effort to provide financial resources for the efficient operation of universities, delivery of funds has often been delayed. Budgets have been increased, but rising operational costs cause problems for institutions.

This is one of the main reasons UNAM (the key university in Mexico) has told trade unions it is in no position to grant additional wage increases.

With the lack of reliable statistics in Mexico it is difficult to have a clear cut picture of the extent of the lack of resources. In provincial institutions the federal subsidy is at 25 per cent, but university authorities argue that this is insufficient and would like to have it increased.

Deans of some regional universities, such as those of Zacatecas, Guerrero and Sinaloa, have complained of insufficient funds and working with budgetary deficits. In some cases there are unconfirmed reports that salaries for closing months of 1982 have yet to be paid.

Understandably, the present De la Madrid administration is hard pressed in its drive for economic recuperation. There is a need to allocate funds with caution, both for public and private needs in industry and commerce, for exports and for essential imports.

The university system in Mexico is a prime concern of the president, but channelling of needed funds is moving slowly. Deans of provincial universities have accused the state of "discrimination" and that their development has been limited as a result of insufficient official support.

The minister of education, Jesus Reyes Héroles, has promised that "new and more flexible" mechanisms will be created to relieve the financial problems of the nation's institutions of higher learning.

People saw the Mehran University students' agitation as another manifestation of deepening crisis in higher education throughout the country.

THE TIMES SUPPLEMENTS REPRINT SERVICE
Robbins to Leverhulme

The Leverhulme programme of study into the future of higher education was organised by the Society for Research into Higher Education with a grant from the Leverhulme Trust and further grants were made by the Gulbenkian Foundation and the Department of Education and Science. The programme consisted of eight seminars the first in April 1981 and the last in September 1982.

An edited four-page version of the final report is now available in reprint form (first published in The Times Higher Education Supplement on 27th May, 1983) price 25p.

Inquiries should be addressed to Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX. Cheques/postal orders should be made payable to Times Newspapers Limited (no cash please).

Paul Flather examines the role of the new, broad-based SSRC committees

Members of the new topic-based committees at the Social Science Research Council have recently learned their precise share of the budget available for 1983/84. They have been meeting since May last year, but it will only be during the next round of sessions in November that the new structure, devised and introduced amid great controversy, will really be tested.

The first meetings last year were somewhat exploratory. Academics from different disciplines had first to learn each other's ways and then agree some common guidelines and priorities. Thus lawyers and political scientists felt each other out on the government and law committees, social anthropologists and sociologists did the same on the social affairs committee, historians faced economists in the new economic affairs committee, psychologists and educationalists shared another committee, geographers and planners yet another.

Much of the early business was simply carried over from the 15 former subject committees. The 100-odd

From the specific to the general

members discussed their preferred initiatives and continued to grade applications for grants in the usual way with As and Bs and so on. During the transition it was largely left to the council itself to make the final decisions on applications. It is still too early to make any real assessment of the reforms. But a number of advantages, as well as some potential problems can be highlighted.

The original plan, the brainchild of Mr Michael Posner, the SSRC chairman, was put up in a confidential paper outlining three possible reforms to the council in early 1981. The 15 committee chairmen found out in advance only by chance and this triggered a great debate between those who advocated greater central direction and simpli-

fication of the structure, and those who feared individual disciplines and the peer review traditions would be undermined in reforms they suspected were aimed at placing a hostile government.

On the one side were the *dirigistes* led by Posner, who saw the new structure as the culmination of gradual changes which had been developing ever since the SSRC was founded in 1965. They argued that evidence showed that too few really good and relevant grant applications came in without some form of prodding. They argued that shrinking resources made it increasingly difficult. And they argued that administrative costs badly needed pruning.

At the council's meeting in July 1981 the proposal to condense the 15 committees into six multidisciplinary standing committees was carried by 11 votes to four, but not before some vigorous opposition led by Professor A. H. Halsey of Oxford University, who was soon to lose his seat on the council. Halsey felt peer review could be jeopardized if academics were asked to judge the work of fellow academics outside their discipline. There were also fears that the shadow of Whitehall would loom ever larger over committee decisions.

Responding to the general unease in the social science community the SSRC then issued a discussion document, *A Change in Structure for Changing Circumstances*, setting out its position. The objectives of the reforms were outlined: to promote multidisciplinary research; to further the progress of the social science disciplines; to provide an efficient system of postgraduate awards; to allow the council to play a larger role in the distribution of resources, to keep down administrative costs.

BRIEFING

In an interview in the latest SSRC Newsletter, Posner recalls how the reforms simply emerged from a council debate on cost-cutting. It must have appeared as if the captain was deliberately drilling a hole in a frail ship in the midst of a storm, he said. But Whitehall and Westminster's comprehension of what the SSRC is all about much improved now, he adds.

Early in 1982 Lord Rothschild was asked to report on the SSRC for the Government. He called for the number of panels to be "drastically reduced". The SSRC had some 70 committees of all types including steering committees, sub-committees, five different panels and also working groups. "This number seems unmanageably large and may in part account for the head office payroll strength," he wrote. He went on to recall Kissinger who said committees were consumers and sterilizers of ideas, rarely creators of them.

One thing is already clear. Fewer committees has not resulted in speedier business. The payroll strength is being reduced, and this provoked staff to strike earlier this year.

The real problem for the SSRC however has been a general lack of funds. Repeated cuts will leave the SSRC budget some 30 per cent down in real terms over five years by next year. This has left committees uncertain about their exact budgets until the very last moment, as SSRC finance officers juggled feverishly with the figures.

The present need is to absorb £6m worth of cuts, or about 4 per cent over three years, from a budget of about £23m a year. Minimal cuts in 1983/84 mean very little over for 1984/85.

The reforms do however appear to have given each committee greater scope to influence and shape research. The main initiatives and priorities currently being favoured inside the six committees — plus the research resources and methods committee — are detailed below, with individual budgets, fixed commitments, and committee members.

Committees are clearly moving at different paces, in different directions with a different sense of urgency. The social affairs committee, for one, has moved fast and has an important initiative on aging under way. Professor Raymond Illsley, the chairman, said he had been genuinely surprised how different interests on the committee were working together, although there were matters to resolve.

One documented example of how the new structure works emerged over the funding for a general election survey, carried out to date regularly for 20 years. The government and the new committee reluctantly decided to fund the survey to £200,000 to fund such a survey. The decision provoked some dismay, and council officers set about encouraging the teams to find outside funds. The decision was later reversed on the eve of the election at council level when £55,000 was found by a publishing millionaire, matched by £70,000 from the SSRC.

Such an example might raise fears among the anti-*dirigistes*, but at the same time appear as a triumph for common sense. Professor Brian Robson, chairman of the environment and planning committee, is acutely aware of the dangers of too much direction. He wants to involve his academic constituency in the private debate over priorities.

Whitehall appears to find the new system more intelligible and accessible. The Department of Health and Social Security, for example, now finds that almost all its interests — except for child care — are covered by one committee, social affairs. The same applies for the departments of education, environment, and the Home Office. As one scientific officer put it: "It fits so much clearer."

Fears remain, particularly over postgraduate training which with hindsight appears to have been tagged on to the new structure, and also over some real battles as the "free money" left to each committee shrinks. One chairman said it was a harsh blow when after all the early planning the money was allocated among committees. "The level of cut-off is far higher than one would wish, or the quality of applications warrant," he said. That perhaps will be the real test for the SSRC committees.

John O'Leary analyses the first official comparison of unit costs

There never was a week when a detailed comparison of spending in the different sectors of higher education could have avoided stirring up a hornet's nest. But the fact that the Department of Education and Science chose to publish its first detailed comparison of unit costs the day after an inconclusive debate on student numbers in the public sector and the day before the announcement of new Government spending cuts has made the exercise even more sensitive.

Is first formal examination came at Tuesday's meeting of the board of the National Advisory Body, the organization which first called for such a report. The next will be at the University Grants Committee, whose chairman was also involved in the formulation of criteria for the exercise. But already the paper has attracted close attention in institutions throughout higher education and, as its authors expected, has raised almost as many questions as it answered.

This certainly will not dispense the DES which, by taking the unusual step of publishing a paper produced for NAB and the UGC before either had received the final version, signalled its intention to try to influence the discussion on the topic. In fact, although the timing was accidental as far as the Chancellor's cuts announcement was concerned, the department was well aware of the report's likely effect on the student numbers debate which is taking place on both sides of the binary line.

It certainly is not discouraging the view that the figures for the years ahead will put pressure on the UGC to change its policy of limiting recruitment to protect unit costs in order to preserve standards in the universities. It is an open secret that ministers would like the universities to take more students, if only to ease NAB's dilemma in trying to balance the maintenance of maximum access for qualified students with some protection for the unit of resource. The figures in the report will provide ample ammunition for those both within the universities and outside who wish to see a change of policy, and the DES seems determined that they should not miss it.

Although the authors are at pains to point out that their statistics are necessarily approximate in several crucial areas, they do provide a vivid illustration of the divergence of funding levels which will take place over the next three years if current thinking is translated into action. There will be many who will take issue with some of the assumptions made in calculating the unit costs, but it will be hard to deny that the universities are about to become very much more generously funded than the local authority institutions unless some important changes are made in the near future.

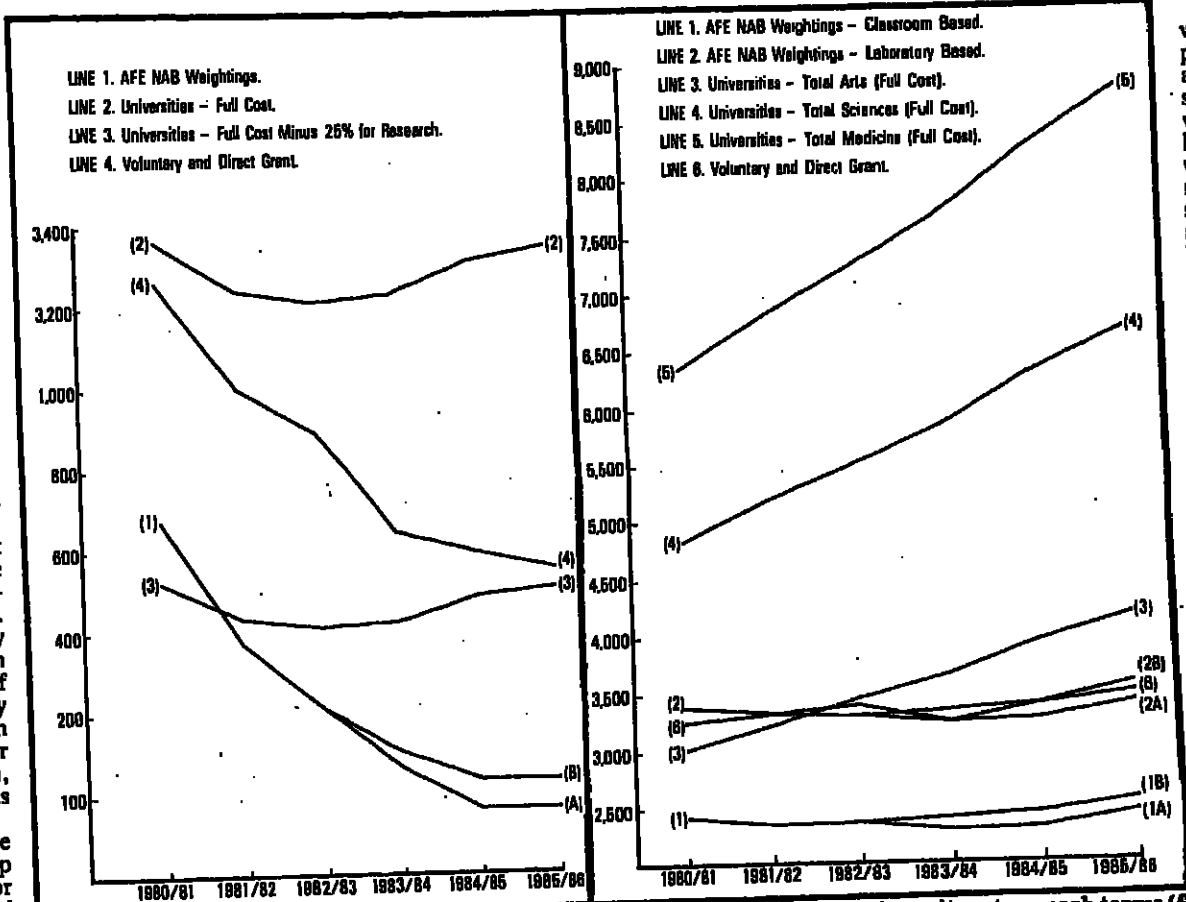
The methodology of the DES report is almost as far removed from the crude division of student numbers into White Paper spending targets as can be imagined. Allowance has been made for everything from Value Added Tax to overseas student fees, entering subsidies to national insurance surcharges, in an attempt to produce a fair comparison of teaching costs.

Sir Edward Parkes, chairman of the UGC, and Mr Christopher Ball, chairman of the NAB board, agreed the outline of the comparison on the basis of work begun in one of the transboundary groups set up by the DES in 1980. But still there are bound to be arguments about some of the assumptions behind the figures.

Research time will be at the centre of any controversy. The report gives it as one of five factors to be assessed before budgets can be divided by student numbers to produce meaningful unit costs: the others being: modes of attendance; subject mix; levels of teaching and differential costs of premises.

But whereas it is accepted that insufficient evidence exists to make adjustments for teaching levels or premises, the authors deem research worthy of particular attention. On the

Sum solution is divide and rule



Arts equivalent unit costs - cost terms (£)

It may be that the latest round of cuts, announced last week, will produce just such a shift, particularly since they cannot be applied to the polytechnics and colleges under NAB's care. The local authority penalties announced previously doubtless will cause equal disquiet in some polytechnics but, since no allowance has been made in the report for "topping up" after the current year, any resulting loss of income will not affect the DES forecasts. The thorny question of the size of the quantum for the advanced further education pool will be debated further next week when the NAB committee meets Sir Keith Joseph, Secretary of State for Education and Science.

Not that the report is all good news for those who have been bemoaning the plight of the local authority sector and warning of the consequences of under-funding and over-recruitment. It certainly supports their view that the unit of resource will fall far behind that of the universities if the recommendations put to the NAB committee last week for only a marginal decrease in student recruitment are approved after the meeting with Sir Keith.

But it scotches the claim that polytechnics and colleges have been lagging far behind the universities up to now. Indeed, according to the DES calculations (which the NAB secretary last acknowledges to be the fairest possible attempt to produce genuinely comparable figures) the local authority institutions were more generously funded until last year. If topping up above direct grant institutions (more than £500 above either of the other sectors), NAB or the UGC, new studies of research costs on both sides of the binary line may enable the allowance to be made rather more sophisticated. For the moment, however, those who wish to contest the findings of the report are likely to seize upon the research factor, since only a small difference in the universities' allowance or the introduction of some compensation for the public sector would radically alter the overall picture.

The other positive bone of contention will be the conversion factors used to will be the conversion factors used to produce "arts equivalent" student numbers. Weightings have been used both to give credit for part-time student numbers and to allow for the additional costs associated with science and medicine. Rather than settling on a single set of weightings for all three sectors, the report's findings are based on the local authority institutions to reflect the purposes of this exercise, on the grounds that some research is external sponsored, the full allowance might be excessive in terms of overheads and cuts might have lowered the figure since 1972.

If the exercise is repeated, or modified in the light of comments from the public sector, the report says: "Although some fundamental research does take place in advanced research education institutions (but insignificantly in the voluntary and direct grant sector), there is insufficient evidence currently available to judge what reduction from total unit costs would be justified in this sector." As a result, no compensation is given.

In the universities, however, there has been an estimate since a 1972 study by the vice chancellors themselves of 30 factors used in the respective sectors for cost accounting, including two options for local authority institutions to reflect the purposes of this exercise, on the grounds that some research is external sponsored, the full allowance might be excessive in terms of overheads and cuts might have lowered the figure since 1972.

Their own gross unit costs, also worked out recently by the DES, were put at £2,780 without any of the adjustments made in the new report, suggesting that the true figure for the voluntary colleges alone is substantially lower than that for the sector as a whole. Civil servants at the DES are reexamining the figures but plead special circumstances for the colleges and say they would have preferred to have omitted the sector entirely.

Mr Geoffrey Caston, secretary general of the Committee of Vice Chancellors and Principals, believes that the differences between the different sectors' unit costs all fall within the margin of error which naturally attends such exercises and that the lesson of the report is that cost comparisons are not relevant to current debates about the distribution of resources. But those in the public sector are unlikely to agree, at least as far as the last two years covered by the report are concerned.

The spectre of a £500 differential in favour of the universities takes the figure well beyond the range which might be compensated by topping up, particularly given the Government's new controls over local authorities. If the public sector were given some credit for its own research, the gap would widen still more, whichever of NAB's options for student enrolment is finally adopted.

Those in the public sector inevitably will seize upon the point to question the UGC's policy of depressing student numbers, but they are just as likely to use the report as evidence of their institutions' need for additional funding. After the Cabinet's decisions on cuts, this may be recognized as something of a pipedream, but if the DES thought that the paper would ease the way towards protecting the Robbins Principle via increased pressure on the UGC, they may yet be disappointed.

The new public spending are just as likely to produce a reaction to the report which stiffens the resolve of those determined to protect the unit of resource in local authority colleges and polytechnics.

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From left, council chairman Mr Michael Posner and committee chairmen Professor Raymond Illsley, Mr Nevil Johnson; Professor Sydney Checkland, Professor James Durham, Mr John Flemming, Professor Brian Robson and Professor Philip Levy.

ECONOMIC AFFAIRS - £1.7m for 1983/84 (16% of total)

The committee contains economists and historians who say they have had a very fair hearing on their concerns for promoting modern economic history, particularly covering the late twentieth century when there appear to be gaps. The historians are also planning a big project on changes in standards of living, comparing consumption patterns and wage rates from 1300-1800. The committee is steering the programme more towards applied problem-solving, in part by supporting a new international policy research centre to be set up shortly. The heavy macro-economic modelling work is now handled by a separate consortium.

Mr John Flemming (Chairman), chief adviser, economics division, Bank of England; Professor Richard Porter, Economics, University of Cambridge; Professor Frank Hahn, professor of economics, Cambridge University; Professor Frank Leach, head of school of economics and social studies, University of Manchester; Professor John Maynard Keynes, director of economics, Bank of England; Professor Graham Milson, Leverhulme professor of economics, Southampton University; Professor John Maynard Keynes, director of economics, Bank of England; Professor Graham Milson, Leverhulme professor of economics, Southampton University; Professor John Maynard Keynes, director of economics, Bank of England; Professor Graham Milson, Leverhulme professor of economics, Southampton University.

EDUCATION AND HUMAN DEVELOPMENT - £1.4m for 1983/84 (13% of total)

The committee is keen on promoting fundamental and applied research on knowledge structures, involving cognitive, social, and developmental psychology. This would include studies of the relation between people and machines, the development of artificial intelligence and the need to adapt the education curriculum to include recent developments in information technology. A second focus will be on the development of current work on children in care and child development at the Thomas Coram Research Unit in London. Third is educational provision covering the 16-19 age group.

Professor Philip Levy (Chairman), professor of psychology, Lancaster University; Professor Gerald Bannerman (Vice-Chairman), professor of education, Leicester University; Dr Vanda Carstairs, professor of psychology, City Polytechnic, London; Professor James Reason (Vice-Chairman), professor of psychology, Manchester University; Dr Judith Dunn, senior lecturer, MRC Unit on the Development and Integration of Behaviour, Cambridge University; Professor Peter Gordon, professor of the history of education, Leicester University; Professor Peter Kelly, professor of education, Southampton University; Mr Michael Marland, North Westminster School, London; Professor Roger Mitter, professor of special education, Manchester University; Dr Peter Middleton, director of research and

The seven committees have a total of £10.7m to spend on research grants, on initiatives and applications, and on existing fixed commitments, including research units, designated research centres and contracts in progress, divided largely in reference to historic expenditure of the old committees.

Professor James Durbin (Chairman), professor of statistics, London School of Economics; Mr Morley Sage (Vice-Chairman), director of the Computing Service, Southampton University; Professor James Jolly, director of the Computer Laboratory, Liverpool University; Professor Michael Anderson, professor of economic history, Edinburgh University; Mr Tim Bowles, joint managing director, Audit of Great Britain; Dr Martin Palmer, lecturer in social administration, London School of Economics; Dr Robert Olliver, principal lecturer in statistics, Polytechnic of North London; Professor Jack Oodry, William Wye professor of social anthropology, Cambridge University; Professor Dr Tim Holt, Leverhulme professor of social statistics, Southampton University; Mr Clive Payne, manager of the computing and research support unit, faculty of social studies, Oxford University; Professor Robin Silson, professor of statistics, Bath University; Mr Eric Thompson, principal director of statistics, Department of the Environment and Transport; Professor Ken Wallis, professor of economics, Warwick University.

ENVIRONMENT AND PLANNING - £1.3m for 1983/84 (12% of total)

The committee is keen to involve the wider academic community in its initiatives for research which will cover urban development, resource conservation, housing and the social implications of information technology. The multidisciplinary approach is being promoted. Urban planning has changed greatly in the 1970s with a potential conflict between a policy for productive "footloose" investment and the need to revive inner city areas. A programme would involve work on land use, on technical change, and on the barriers to progress. Research conservation would involve looking at the public's image of conservation in a declining economy and the types of agency involved. A working workshop is planned for later this year to look at research ideas for financing problems, interwar housing and the links between the labour and housing markets.

Professor Brian Robson (Chairman), professor of geography, Manchester University; Professor Michael Jolly (Vice-Chairman), professor of urban planning, University of Wales Institute of Science and Technology; Professor Timothy O'Riordan (Vice-Chairman), professor of environmental sciences, University of East Anglia; Dr Noel Bowdler, senior lecturer in social administration, Liverpool University; Dr Alan Gilbert, lecturer in geography, University College, London; Dr John Hinchey, professor of urban planning, University of East Anglia; Professor Peter Lloyd, professor of social anthropology, Southampton University; Dr Vanda Carstairs, professor of psychology, City Polytechnic, London; Professor James Reason (Vice-Chairman), professor of psychology, Manchester University; Dr Judith Dunn, senior lecturer, MRC Unit on the Development and Integration of Behaviour, Cambridge University; Professor Peter Gordon, professor of the history of education, Leicester University; Professor Peter Kelly, professor of education, Southampton University; Mr Michael Marland, North Westminster School, London; Professor Roger Mitter, professor of special education, Manchester University; Dr Peter Middleton, director of research and

RESEARCH RESOURCES AND METHODS - £0.7m for 1983/84 (7% of total)

The committee inherits the work previously carried out by the statistics and computing committee, but it has a new task to encourage the development of methods across all the social sciences. Initially the committee has been involved with building good relations with the other six committees to mount joint projects, through courses, workshops, and research work. Methods have generally been related to quantitative matters, but the committee is out to broaden this approach.

allow open discussion of the methodologies used in different disciplines. The first priority is aging, with reference to the effects of the recession inequalities in health research follows the Black report. The consequences of unemployment will study the sociology and psychology of economic life. The role of the welfare state in a recession and alternative methods is the fourth.

Professor Raymond Illsley (Chairman), director, MRC Institute of Medical Sociology, Aberdeen University; Dr Tessa Blackstone (Vice-Chairman), assistant education officer, London Education Office; Professor Dr Peter Rivlin (Vice-Chairman), lecturer in social anthropology, Oxford University; Mr Jack Barnes, principal, social work services, Department of Health and Social Security; Mrs Linda Challa, school of humanities and social studies, Bath University; Professor Nicholas Berrington, professor of sociology and administration, Birmingham University; Professor Michael Drake, professor in the social sciences, The Open University; Dr Ruth Flanagan, senior lecturer in social sciences, institutions and social anthropology, The Open University; Professor A. John Fox, Office of Population, Census and Surveys (SSRC project); Dr Colin Fraser, lecturer in social psychology, Cambridge University; Dr Connaught Hartnell, lecturer in applied psychology, University of Wales Institute of Science and Technology; Dr Julian Le Grand, lecturer in economics, London School of Economics; Dr David Platt, director of sociology, London School of Economics; and Fulham; Ms Jennifer Platt, reader in sociology, Sussex University; Professor Bryan Roberts, department of sociology, Manchester University; Dr David Smith, senior lecturer in health studies, Hull University.

GOVERNMENT AND LAW - £1.2m for 1983/84 (11% of total)

The committee has found it hard to dilute the wide range of topics for which it is responsible into a few select priority areas. It has also been hesitant about concentrating its efforts too narrowly. But it has selected as one priority the determination of public policy. A hybrid sub-committee dealing with social sciences and law is leading the way in research on the monitoring of legislation. But it is also keen to foster work on the regulatory activities of governmental bodies, and administrative discretion. The sub-committee is also looking after criminological research, and is interested in work on justice, family law and socio-legal studies.

Mr Nevil Johnson (Chairman), nullified reader in the comparative study of institutions, Nuffield College, Oxford University; Professor Jeffrey Jewell (Vice-Chairman), professor of public law, University College, London; Professor Dr Michael Anderson, professor of economics, Edinburgh University; Dr Vanda Carstairs, professor of psychology, City Polytechnic, London; Professor James Reason (Vice-Chairman), professor of psychology, Manchester University; Dr Judith Dunn, senior lecturer, MRC Unit on the Development and Integration of Behaviour, Cambridge University; Professor Peter Gordon, professor of the history of education, Leicester University; Professor Peter Kelly, professor of education, Southampton University; Mr Michael Marland, North Westminster School, London; Professor Roger Mitter, professor of special education, Manchester University; Dr Peter Middleton, director of research and

SOCIAL AFFAIRS - £2.4m for 1983/84 (22% of total)

The committee has been keen to capitalize on the multidisciplinary potential of its membership, which includes economists, sociologists, social anthropologists, psychologists, social administrators, demographers, and health researchers. It is keen to fund events, perhaps workshops, which

allow open discussion of the methodologies used in different disciplines. The first priority is aging, with reference to the effects of the recession inequalities in health research follows the Black report. The consequences of unemployment will study the sociology and psychology of economic life. The role of the welfare state in a recession and alternative methods is the fourth.

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INDUSTRY AND EMPLOYMENT - £2m for 1983/84 (19% of total)

One important initiative will cover competitiveness and industrial research, combining a broad range of work on economic, and organization issues, labour markets and industrial relations, with emphasis on improving British competitiveness. Further discussions are planned with trade unions, industrialists and Whitehall. The initiative on inflation accounting will be continued and other priorities include public sector management, marketing and job generation, and the impact of North Sea oil. The committee is keen to strengthen the SSRC's links with industry and streamline the "Open Door" scheme.

Professor Sydney Checkland (Chairman), professor of economic history, Glasgow University; Professor Alan Maynard (Vice-Chairman), professor of operational research, Lancaster University; Professor Andrew Thompson (Vice-Chairman), professor of business policy, Glasgow University; Professor George Bain, professor of industrial relations, Warwick University; Professor Michael Brown, professor of finance and accounting, Reading University; Mrs Barbara Duffner, head of research, Department of Economics, The Open University; Professor Leslie Hannah, professor of business history, London School of Economics; Mr Roger Kunitz, managing director, British Underwater Engineering; Professor Geoffrey Stephenson, professor of social psychology, Kent University; Mr Roger Telling, senior research officer, University of Warwick; Professor Raymond Thomas, professor of business administration, Bath University; Mr Anthony Whittall, deputy chief of personnel, University of Durham; and Mr John Wright, British Oxygen Company Ltd.

Time and space for women

Hillcroft College, nestled in leafy Surbiton is Britain's only Government-funded adult residential college solely for women.

Some of its civil service paymasters from the Department of Education and Science recently visited it as part of the current long-term DES review of adult education, from which - according to rumour - the adult residential colleges are unlikely to emerge unscathed.

What did the departmental visitors find? Once through the tree-lined grounds and Victorian corridors, a studios, almost cloister quiet: lowered voices, few posters or scrappy notices, more of a refuge than a vortex.

About 70 students go to Hillcroft, mainly residential though with some day places, from early 20s to pensionable age and over. There are three applicants for every place on the two-year courses, with applications rising. The college is wary of advertising its presence and mandatory DES grants too widely for fear of inundation.

The DES visitors also discovered as they talked to new principal Phoebe Lambert that the college has started a series of innovations, of varying size and adventurousness, in the last couple of years, despite a sizable £11,000 deficit and a refusal by the department either to sustain the grants up to the level of inflation, or to put extra funds into a new science course.

Within the two two-year CNAA certificate courses - social science and combined studies - new options of drama and computer studies have been introduced, while the previous lecture-tutorial system is being steered towards more small group work, and a new "study skills" course has been made compulsory for all first years.

A more radical change, because unrestrained by the watchful eye of the CNAA, has been the introduction of short courses offered as a way of developing a link with the local community, extending beyond Surbiton into the less salubrious parts of south London.

Three have taken place so far: a one term, one morning a week "returning

Karen Gold visits Hillcroft in Surbiton, proud to call itself the college of the second chance

to learning" introduction to literature and social science; a two-day course called "valuing your experience" intended as extended educational and vocational guidance, and a series of talks called "creative women" by women artists and writers, which may eventually develop into women's studies.

Different types of students have appeared. As well as bringing in more day students, the short courses also attracted three men - the first time male students have entered Hillcroft, the source of some suspicion that the new principal was bringing in coeducation by the back door. In fact, Phoebe Lambert - who came from organizing the model Fresh Horizons courses at London's City Lit - emphasizes frequently that Hillcroft's uniqueness, and therefore its best claim to survival, is in its provision of a single sex alternative.

Two women have also come on the full-time courses this year with trade union sponsorship: a return to the early aims of the college's founders, the Workers' Educational Association and the Young Women's Christian Association, who in 1920 established it to provide courses for working women.

Records of the occupations of those early students show they were predominantly manual workers - machinist, shirt presser, munitions worker, domestic servant - with no post-compulsory school education. They were supported by bursaries reflecting the hierarchy of women's education modelled on the hierarchy of men's - the Somerville bursary, the Old Girtorian bursary - and went out again to the traditional women's professions: nursing, probation and social work, teaching.

That pattern continued until after the second world war. By 1952, it had changed: a number of students came from grammar schools; some had stayed at school until 18; they came

from clerical jobs - secretaries, primary teacher, library assistant - and, a most important change of all - went on from Hillcroft to additional higher education, in the 1950s and 1960s to teacher training, since then more and more to university or polytechnic.

Today, most of the social studies certificate students go on to take a Certificate of Qualification in Social Work, and between 80 and 90 per cent of combined studies continue elsewhere to a degree. Almost all of them do exceptionally well in the CNAA certificate.

An alpha for academic standards then; but scrutinized more closely, their academic success in the past has been based on hard-headed selection of their certificate candidates at the end of the first year, when the principal in consultation with staff decides which students will and which will not be allowed to return.

Last summer, just before Phoebe Lambert arrived, seven students - 20 per cent of the year - had been told they were not to come back. She explains: "The college seems to have encouraged the academically 'bright' to stay on to the second year and apply for university and the less academically confident to leave after the first year, on the grounds that they aren't cut out for the more unified academic course in the second year."

She suggested alternatives to all seven of them; three at least are now settled on higher education courses at polytechnics or colleges of higher education, with others looking to do the same. "It seems they could cope with the level of work we profess to bring people up to in the second year," she added.

Would such selection happen again? "Never," says Ms Lambert, adding a qualifying "I hope". She and the staff discuss student progress at weekly meetings now, and she puts forward two principles which would fundamentally change the decisions of a student's length of stay: assessment in conjunction with the student, and an emphasis on academic confidence rather than attainment.



Hillcroft: more of a refuge than a vortex

"If a student only needs one year to sort herself out, why use two?" she asks. Students who are keen to enter higher education before they come to Hillcroft should probably not even be admitted; access courses elsewhere can serve their needs.

Instead what Hillcroft should offer is time and space for would-be students to reappraise their capabilities and potential, particularly for those whose self-image and expectations are low, she says. The threat that male company and competition can pose to women in that situation is justification for continuing the single sex policy of the college: many of the students are divorced, separated or single; others have grown-up children and time to think of themselves at last. A sizable minority have husbands with much more education than themselves.

At least 50 per cent of the students seek out Hillcroft because it is a women-only college, according to Phoebe Lambert, and in a recent survey of current students more than eight of ten wanted it to remain so. The curriculum should then take more account of women's experience, she thinks, and gear itself more towards making the most of what happens when they leave. Another survey of past students showed that although he social science students were largely in related jobs, combined studies students - even after arts degree courses elsewhere - were sometimes unemployed or had re-

turned to the same kind of job - secretarial, receptionist, - they had left to go to Hillcroft.

Hillcroft should be an agent of change, Phoebe Lambert suggested in a paper to her staff: "preparation for higher education is not a full enough preparation for later life". An application has been made to the Equal Opportunities Commission for funding for research into the kind of jobs Hillcroft students have entered in the past. The jobs they might enter in the future - business management posts for example - and the implications for the curriculum of any changes.

Apart from the extension of personal counselling - in which all staff now participate - and careers guidance, that would be likely to mean that the curriculum became less subject-based and more flexible, even at the cost of some exam success. An interdisciplinary approach would be the order of the day, looking at the beginning of the summer term, looking at everything - from a perspective work through art, to the impact of technology, and work choices.

Women's experience of work, though present as one subject in that, was interestingly far from prominent. "There is quite a strong anti-feminist feeling here," Ms Lambert explained. "There is also a feminist element. But it has been seen as subversive - feminists have been seen as trouble-makers."

Wadhams College in the 1890s.

Fry's modern counterpart might be Richard Luddington, with whom Ellis shared a house in Oxford, and who came down with three Blues and a first. "He would be up at dawn, putting in two hours work before cricket. It requires a particular level of organization and discipline which I don't have. I've tried taking books with me to the pavilion, intending to study when I get out, but it just doesn't work."

Ellis is now on a two-year contract with Middlesex, which sees him through until the end of next season. He got an early taste of the first team last year, but reasons that with the county teaming towards another championship, he may struggle to break into the team this season.

"Next year will be a make or break one. I'll be 24 then, and it'll be up to me to show I'm worth a regular place. I only hope that if I fail, I can appreciate it and get out. You find a lot of 27 and 28-year-olds in cricket, stuck in the seconds, and every year saying: 'This is the season I'm going to do it. I don't want that.'"

But there is a further danger, what could be termed the "Pringle syndrome" of being picked up and pushed too fast, with the inevitable counter-reaction. Ellis recognizes that getting your name in the paper is a lot easier if you've come from Oxford to Middlesex than for the honest toiler at Derby or Glamorgan.

"Making a big score at The Parks or Fenner's is comparatively easy," he says. "The boundaries are close there and quite often counties will bring their second string attack, so you won't find the big black man bouncing it around your ears."

Pringle's case is unfortunate, because he really is a damned good cricketer, but I could understand people getting resentful when, for instance, a couple papers said the selectors should take a look at me after what was only my second first class hundred."

If the self-appointed England selectors in the media can hold their fire, in 12 months they may have a much better idea whether Ellis really is the batsman to break the mould.

Richard Weekes



Richard Ellis: can he break the mould for cricket?

Work and play makes Richard a good sport



For those who would argue that Oxfordshire sport has entered a terminal decline, the recent Varsity cricket match at Lord's gave little cause for contradiction. The annual game at HQ might be the highlight of the cricketing year for Oxford and Cambridge, but on a muggy June morning with just a handful of diehards sprinkled around the boundary, the players could have been forgiven for failing to register the requisite sense of awe.

Gone are the days when the deeds of the first XI or first XV would set them agog on The High, when Fenner's had the city in its thrall. Now we are told, Oxfordshire life has turned serious. Work has taken over.

No sooner has a cricket squad been put together in spring than the threat of finals sends half the team scurrying back to their books. All this academic stuff may provide some advantage when it comes to getting a job, but it certainly wreaks havoc with a chap's batting average.

Of course, there are exceptions to any rule, and the exception to this one is Oxford's opening bat, Richard Ellis. According to one observer of the Oxford sporting scene, he is a man who "sees life as a bowl of cherries". This is not the whole truth. He bears little relation to the caricature Oxford "hooray" - pink of cheek and plummy of voice, lolling away his university days in the knowledge that daddy will always provide.

Rather than a throwback to the age of the gentleman amateur, Ellis cuts a much more modern figure. For all his taste for morning drinking, it soon becomes clear that he is in fact a prototype professional.

It was not by accident that Richard Ellis came to first class cricket. His father joined MCC on the same day as Fred Timus, and though no great shakes as a player, served many years on the board of the club. Ellis junior first made his mark at Haileybury, where he won selection to both the England Schools Junior team and the Public Schools XI.

Surrey had already offered him a trial when he ran into Charles Robbins, chairman of the Middlesex selectors, who snapped him up on the spot. He spent the year prior to Oxford on the

Middlesex staff, where he found the club's style very much to his liking.

As captain, Mike Brearley was busy breaking down the traditional hierarchies, abolishing such rules as having to address the captain as sir, and for the first time making Second XI players welcome in the First XI dressing room. "Brearley created a real squad system," says Ellis, "so now you find first-teamers even helping second-team rivals with their game."

But above all Ellis found a meeting of minds with the Second XI coach, Don Bennett. As that comparative rarity in the English game, an attacking opening batsman, Ellis accepts that most coaches would probably try and teach him to change his methods.

With Bennett that hasn't happened. "They like you to play your normal game here," says Ellis. He defends his unorthodox approach thus: "The new ball can get you out, but when the attack comes on there will always be a number of bad balls. If you can put most of those away and still be not out after about an hour, you're on your way."

"Where I can be dreadful is against the spinners. If there's no pace on the ball I sometimes struggle to force my shots, but against quick bowlers even a

forward defensive can score a couple of runs."

Ellis brought something of this same swashbuckling style to bear in the task of reading for a degree in history at Oxford. The days are long gone when athletes of restricted intellect could waltz their way into Oxford or Cambridge with a couple of mediocre A levels and a dazzling array of sports day silverware. Canon Kelly, the former principal of St Edmund Hall, whose main aim was to fill his college with rowers and rugby buggers, is a figure of legend, though legend rooted firmly in the past.

However, if Oxford can no longer simply pick the best sportsmen, the best sportsman (providing they have the right A levels) can still decide to pick Oxford. Ellis, with a place at Durham already under offer, made a calculated decision to apply for Oxford in the knowledge that a regular supply of first class matches against the counties would be of most benefit to his game.

During his three years at St Edmund Hall, he has had a close-up view of those for whom academic work is paramount, and he declares himself unimpressed. "If I was an employer, I wouldn't employ someone with a first

If you spend all day in the library, you're not learning anything about how to get on with people.

"I believe, you come away much more developed as a person if you do all those other things a university offers - like drinking, going to balls and playing sport."

This term he has watched as, one by one, his first XI team mates have had to give up playing under the pressure of academic demands. Hayes, destined for Lancashire, left after two games. Edbrook quit after scoring two ducks and failed to break back into the team. Heselbine (no relation) stuck it out as long as possible, deciding it was worth jeopardizing his degree for a Blue.

Ellis left it until 10 days before finals, then submitted himself to a round-the-clock immersion regime of study. He insists there is method in such madness: "If you work all night before an exam, there are reserves of adrenalin that carry you through, so you feel quite refreshed at the end."

Some supremely gifted individuals have managed to ride both horses at once, beginning with C. B. Fry himself, who not only played cricket and football for England, and held the world long-jump record for 21 years, but also achieved academic excellence at

At his death in 1947, Karl Mannheim was gaining some of the recognition in Britain that had distinguished his brilliant beginnings in Budapest and his rapid advancement in Weimar Germany. In his last years he was professor of education in the University of London. But his English career was driven by the refugee's warning mission and a consequent pragmatic calculation which led him to sacrifice intellectual subtlety and adventurousness for the sake of formulae capable of influencing policy makers in government and education.

Accordingly, many of those who admired him at the time are now viewed as overoptimistic enthusiasts for social planning and manipulative training and education to a purveyor of an obsolete "progressive" ideology. In fact, many will know him primarily as the object of fierce attacks by Karl Popper and Friedrich Hayek, fellow refugees at the London School of Economics.

But Mannheim, the proponent of "planning for freedom" and "education for democracy", intrigued a number of contemporaries - including T. S. Eliot - who would not have responded to the simplified doctrine connected with such slogans.

The energy of his mind and the force of his imaginative intelligence emerge in his interpretation of early German conservatism, first written in 1925, but now only available in part.

The idea behind Mannheim's study of conservative thought is that the distinctions between natural and historical sciences much discussed at the time have their historical progenitors in the conservative movement of nineteenth century Germany and that an understanding of these origins would advance the current discussion.

First, Mannheim tries to account for the central place which political ideology comes to assume in the spiritual ordering of human experience during the eighteenth and nineteenth centuries, and on this basis, for the emergence after the French revolution of a worldview centred on the political ideas of conservatism.

Mannheim's second characterization of conservatism seeks to uncover an inner structure common to its diverse and changing expressions. Such a "morphology", Mannheim stresses, must not confuse what he himself calls the conservative "style of thought" with either a political programme or a theoretical system. Prior to all theoretical elaboration, he contends, there is a distinctive formative attitude towards human experience in conservative thought, a certain rootedness in the concrete.

At a more theoretical level, then, conservative thought is consistently arrayed against all constructions of human relationships which take their form as governed by rationalistic universal norms, like the modern doctrines of natural law espoused by Enlightenment thinkers.

Mannheim's third and most ambitious treatment of conservatism traces a part of its formative history in Germany. His aim is to distinguish key stages and variations in its development and show concretely how elements identified in the initial sociological and morphological overviews can be seen to have interacted to shape a movement and a style.

Acknowledging the seminal importance of Edmund Burke for all continental conservatism, he draws on the writings of Justus Moser (1720-1794) and Adam Müller (1779-1829) to depict a standpoint which combines Romantic thinking with the political perspectives of representatives from "estates" hostile to the modern bureaucratic or liberal state. He then turns to Savigny (1779-1861), who is taken as representative of the historical school of jurisprudence and as embodying the fastidiousness with which an aristocratic officialdom reacted against schemes promoting either universal codes or universal rights.

In his English educational writings, Mannheim became known as an apostle of universal sociological training for young students. The wider background of his thought indicates that this design was meant to include a sense of the tensions within modernity and no mere guide to accommodation.

Beyond the concern with social and political sources of conservatism, Mannheim's study constantly comes back to the wider significance of conservatism as a way of thinking, as a "style of thought" and its bearing on an interpretation of the intellectual situation



Two faces of Mannheim: as student (right) and young academic

Arguing for democracy

David Kettler, Volker Meja and Nico Stehr examine Karl Mannheim's controversial interpretation of conservatism

In his own time, Mannheim makes clear his belief that conservative thinking is a spiritual opposition to the pre-dominance of natural science models in intellectual life and capitalist rationalizations in social knowledge.

What is novel in his argument of his thesis is the argument that the influence extended by way of Hegel, to the sophisticated type of "Western Marxism" exemplified by Mannheim's erstwhile mentor, Georg Lukács. These are vital themes connecting conservatism with Mannheim's other work. *Conservatism* however is written so as to put scholarly claims above such considerations of relevance. The turn to a more academic attitude in this work itself deserves comment and indicative of the place he assigned such an attitude within his generally activist conception of human knowledge.

Mannheim's study of conservatism is in fact unique among his works. To understand why he chose to encounter conservatism in a style of scholarly detachment it may be useful to begin with his situation at the time of composition. He was a Jew, a Hungarian and a political refugee, having fled Budapest at the collapse of the Béla Kun regime seeking to fulfil the crucial requirement for certification as a teacher at the University of Heidelberg, where he had been in residence as a private scholar since 1921.

His initial formal request to be considered by the faculty of philosophy in December 1925 was approved without delay; and his neighbour and friend, the sociologist Emil Lederer, was designated as his sponsor, with the respected sociologists Alfred Weber and Carl Brinkmann as referees. The written work itself was quickly endorsed by the faculty, on the enthusiastic recommendations of Lederer and Weber.

But the story, even within the faculty, was not quite that simple. When the inner senate of the university, upon receiving the faculty's favourable recommendation, queried whether Mannheim should not be first required to secure German citizenship, it emerged that the faculty had itself already raised that question during preliminary discussions with Mannheim in the preceding summer. It was only because of categorical assurances by Lederer and Weber that Mannheim was already essentially German that the faculty decided to go ahead.

In the reply to the inner senate, the faculty stated that Mannheim's extensive publications had all appeared in German, that his mother had been a Reichsdeutsche, he had relatives serving as German "officials, judges, and officers", and that Mannheim himself was well known even outside his own faculty. The letter continued: "The representatives of the discipline have repeatedly and at length given the faculty the assurance that Mannheim is a native-born German."

Academic structure promised such support. When the story of his subsequent English experience is finally

personality of Dr Mannheim, as a man who has never exposed himself politically in the past and who will not, to judge by his entire attitude and all his inclinations, ever do so in the future.

He had proudly argued that there was a marked difference between those forced to stay away because of their perhaps thoughtless involvement in the revolutionary regime and those like himself who had never supported the Communists, but stayed away in principle protest against the oppressive successor regime. In the peroration to that article he observed that voluntary exile like his own "has an important national purpose: it saves and keeps alive the free spirit of the Hungarian mind, and it awakens the conscience of the Hungarian people."

Mannheim must have subjected himself to self-denial in several respects in order to make good the guarantees of political attitude given by his sponsors. In the event, his efforts on his behalf succeeded, and the inner senate, by his licensing as *Privatdozent* in May 1926.

The naturalization, on the other hand, dragged on for years; and the records of the time cite instructive objections from ministries in Württemberg and Bavaria, opposing the grant of citizenship to such "foreign bodies", "alien in culture". The successful defence of his claim by the minister from Baden said: "Although Dr Mannheim is a Jew, his case is not that of an Eastern alien in the ordinary sense, as much as his birthplace, due to its one-time inclusion in the Austro-Hungarian monarchy, is to be considered, in certain respects, as belonging to the German cultural domain."

Despite the undoubted relevance of these circumstances to an understanding of *Conservatism*, a reduction of Mannheim's design to a piece of biography gives a very narrow and misleading reading of it. Mannheim himself confronts a similar problem about the interrelations between motives infeasible from external circumstances and characteristics of a serious writing when he discusses the incentives inclining Adam Müller to give a polemical anti-liberal emphasis to the lectures he delivered to the court of Saxony-Weimar in the early nineteenth century.

Similarly, it is important to inquire into Mannheim's affinities for the world to which he was seeking admission. Mannheim was attracted to the widest issues of cultural criticism and shared many of the deep misgivings about modern society pervasive in the Reichsdeutsche, left continental literary intelligentsia, and right. But he despised and feared the discipline of clever commentary, and sought a structured framework for his thinking, being prepared to barter profundity for solidity.

Academic structure promised such support. When the story of his subsequent English experience is finally

written, the uncertainty of his academic standing and his location equidistant between several disciplinary audiences will prove to explain a good deal. But in the German situation of the 1920s, Mannheim found secure room for experimental manoeuvre within an academic setting.

In reviewing the conservative style of thought, Mannheim uncovers three alternative conceptions of knowledge and strategies for knowing which he thinks can be somehow adapted so as to render disciplined thinking less narrow and scientific.

He shows how speculation can be given substantial foundation by being closely rooted in historical antecedents. He shows how effective syntheses can be made at the level of practical judgement without pretending to theoretical blurring of conflicting possibilities. Above all, he aspires to make good, within the framework of realistic social science, the promise he finds in the Hegelian dialectic, which he takes to be the third major conservative way of knowledge.

Mannheim asserts that dialectical thinking successfully managed to rationalize what Romantic and Enlightenment thought had achieved, integrating it into a single comprehensive theory of development and conservative suspicion, and that this discovery - subsequently been transmuted by Marx for a class better placed to counter capitalist-liberal rationalization.

This projection of the development of conservatism represents the most audacious aspect of Mannheim's study. This is because it proposes a relationship between conservatism and the new historicism which wholly supercedes the other two aspects of conservative thinking and altogether merges the historical political contents of conservatism.

From this point of view, conservatism appears as a product of a given historical context and is subjected to a fundamental and indeed paradoxical change in function in the course of subsequent development. If this design had been carried through, the point of the study would have become the historical obsolescence and reversal of conservatism.

Mannheim consistently accepted Lukács' argument that the socialist form of dialectical thinking depends upon a commitment to the modern industrial proletariat as the concrete social force destined to take the next step in history. This was a commitment which Mannheim himself never made.

Mannheim's problem if he was to follow through with the projections arising from his philosophical reflections, was to find an alternative way of earning the right to the kind of dialectical integration which Hegel had grounded on conservative commitments and metaphysical reasonings and Marx had grounded on socialist commitments and economic analysis. He could not accept either of them. In

the absence of such a way, dialectics remained an uncompleted sketch for him, an aspiration.

His real move, proudly accepted, was to the suspended judgment inherent in academic discipline. This is worked out programmatically in the discussion of the school for politics in a later essay on scientific politics in *Ideology and Utopia*.

The most moving formulation, because addressed to the Communist son of Mannheim's liberal mentor, Oscar Jasszi, and because written two weeks before Hitler's designation as chancellor, appears in a letter. "We do not think of ourselves as a political party but must act as if we had a lot of time and could calmly discuss the pros and cons of every matter. In addition, I think it is very important not merely to continually discuss dialectics but to look at things, carefully to observe individual problems and aspect of social reality rather than merely talking about them."

Mannheim's well-founded failure to settle accounts with Hegel has as counterpart a failure to finish with Max Weber, or to fulfill a repeated promise to write on him at length. Mannheim brings Weber into *Conservatism* in a curious and striking way and he differentiates himself from him in a way equally revealing.

Mannheim accounts for the bitter toughness of jurists like Gustav Hugo by reference to a situation in which two competing social strata are evenly balanced and the observer uses the insights of such to discredit the other. "Here freedom from norms, the absence of utopia, become, as it were, the test of objectivity and proximity to reality."

He calls this state of mind *Desillusionalism* and he finds its exact parallel pervading German thinking in Max Weber's time. In its modern form, this realism acknowledges socialist reductions of liberal illusions, but then turns the method of disillusioning against socialist utopianism as well. Max Weber, according to Mannheim, is the "most important" representative of this style of thinking, and his conceptions of reality as a scientific method are deeply marked by this fundamental attitude.

Mannheim does not expressly extend the parallelism to himself, but it is interesting to see how he accounts for Savigny's movement beyond the realism of Hugo. "Between Hugo's and Savigny's ways of reasoning we have the defeat of Jena, foreign rule, and the wars of liberation, which transformed theoretical discussion into real discussion and a national uprising in reality." "The difference rests on a 'generalational distinction'."

The problem of generations is, then, the subject of Mannheim's next major investigation after *Conservatism*; and the mutual discrediting of social knowledge and ideals occupies the succeeding years. No one familiar with these complex, painstaking, and ultimately unfinished works can doubt that Mannheim's struggles to overcome the pessimism he found in Weber's empirical discipline were not lightened by dialectical leaps or generational emancipations.

Mannheim himself bitterly recalled the promise of generation, itself ironically a *Leitmotiv* in the supposed rejuvenation of Germany in 1933, in a letter to Oscar Jasszi, smuggled out of Germany by a Socialist Party courier in April, 1933. "It is a pity that everything is in shambles here; a progressive generation that could have, acting within the German nation, channelled history in a different direction, was successfully brought together. But it was too late. This is the second time that I am living through something like this, but I always have strength to start anew, unbroken."

Mannheim was to get another chance, in a land which first exasperated and then delighted him by its conservatism. The aggressive sociologist of his last years presupposed an audience deeply moved by traditional resistance to modernist rationalizations. In conservative fashion, he left it to the living interplay between himself and Eliot to constitute such practical synthesis as might be achievable.

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BOOKS

The rise of collectivism

by Peter Clarke

The British Political Tradition
Volume one: The Rise of Collectivism
Volume two: The Ideological Heritage
by W. H. Greenleaf
Methuen, £22.00 and £26.00
ISBN 0 416 15570 7 and 34660 X

It is easy enough to appeal in a declamatory way to the British political tradition but more difficult to characterize it in a scholarly manner. This is the stiff task which Professor Greenleaf has set himself and he is under no illusions as to its magnitude. Two fat volumes begin the enterprise and two more are promised to conclude it. Volume one devotes forty pages to an exposition of the theme and context of the work before settling down to an extensive catalogue of the expanding role of government in nineteenth and twentieth-century Britain. Volume two covers the same period, this time examining the political ideas which have been current, with substantial parts given in turn to conservatism, liberalism and socialism. Volume three, to be published next year, will take an institutional perspective upon this process; and the overseas dimension will be reserved for attention in a final volume.

This is a book conceived on the grand scale and often written in the grand manner. It exhibits an equal ease in gesturing to the sweep of the broad vista as in conforming to the canons of exact scholarship. It is a testimony to the author's insight, grasp, pertinacity and erudition, which spans several worlds of discourse, all the way from the bookish civic animadversions of the Victorian Athenaeum to the purposeful analytical findings of up-to-date social science faculties. Professor Greenleaf moves confidently from one part of the field to the next, providing here a graph of the number of non-industrial civil servants, or there a paragraph elucidating the social theories of Herbert Spencer. He seems to have read everything – or almost everything, as he gratifyingly brings clear in one footnote where he brings in a reference to Mrs Humphry Ward's *Lady Constance* (1916) only to add, "but I have not read that novel".

Such human touches are not uncommon, since the author is beguilingly aware of his own disposition to bias in some opinions, and warns the reader accordingly. If he often wanted not to let the collectivist dog get the better of his text, and his concomitant plea that he has "tried to be impartial (if not indifferent)" can be sustained without rancour. Self-revelation is also helpful in appraising the author's vantage point, for example on the impact of the media: "I do not possess a television set myself and rarely have the opportunity to view – and what I have seen makes me think the general programme standard is pretty appalling – but I can well understand that today TV is a vital part of the political scene and can affect the whole basis of British democracy." Professor Greenleaf is an almost Swiftian sense of distance from the follies and absurdities which he solemnly describes, and at other times to show himself rather out of touch with what is actually going on.

The organizing theme of the work is the rise of collectivism. This is seen in political terms but is not attributed to the influence of any one political party. It is not just that Conservatives and Liberals have, while in government, implemented a larger number of collectivist measures than Labour. This might only stem from the fact that they have been in office for a much larger proportion of the last century and a half. The author's deeper point is that each party doctrine "nurtures two conflicting or contrasting modes of thought" and is "in this respect, ambivalent, a kind of living oxymoron" reflecting a range of libertarian and collectivist attitudes. Now this perspective is certainly accommodating, leaving plenty of room for Tory paternalism as well as Conservative individualism, for Fabian collectivism as well as libertarian socialism, and for

the New Liberalism as well as laissez faire. The author is not trying to disinherit any of these contenders for the mantle of the prophet. His is an ecumenical insistence that they each possess a fragment of the true cross, even though, as is the way with such fragments, any effort to reassemble them would be defeated by a superfluity of components.

The struggle between collectivism and individualism is thus at the same time fundamental and inconclusive. The reason it cross-cuts party allegiance may be a result of the time-scale involved. For the equilibrium between parties is surely a phenomenon of the short term, at least as far as they are concerned. The point is made by the Wilsonian adage, that a week in politics is a long time. If the centre of gravity in politics shifts in favour of one party, it is axiomatic that the others will scramble to adapt to this imbalance and seek to reverse it by some adroit compensation. Thus political trends may have long-term ideological or sociological causes but it is in the nature of parties to capitalize upon or mitigate their contingent effects. Maybe this is what Professor Greenleaf has in mind. The vicissitudes of party tell us something about the weather but the real problem concerns the climate of collectivism.

There is nothing new in drawing attention to this development. The classic work in the field is that of A.V. Dicey, whose lectures on *Law and Liberty* were published in 1905. An enormously influential work, it established the view of late nineteenth-century legislation as a descent into collectivism from a pristine age of Benthamite laissez faire. There were, to be sure, lurking paradoxes in Dicey's account, some of which he took sardonic pleasure in identifying. His contention that the same utilitarians who set individualism upon its legs were also responsible for forging the arms which the Fabian socialists later needed to subvert it, has proved a fruitful source of muddle for later scholars. Some of them have missed Dicey's own subtlety by attempting the crude manoeuvre, albeit one endorsed by precedent, of turning the great man on his head, and proposing Benthamism as the carrier of collectivism. Wiser revisionists have suggested that there was no Benthamite highway to the nineteenth-century revolution in government, and have instead mapped out the secret paths of administrative change. The name to conjure with is that of Oliver MacDonagh, whose insights Professor Greenleaf flatters with imitative solicitude, introducing with his first volume, in fact, a slightly uneasy misanthrope of Dicey's skull on the bones of MacDonagh.

On this reading, there have been five forces making for collectivism. First was war, with its imperative demand for coordinating action and its sanction of emergency conditions, for the intrusions of big government. Second was the process of economic growth, calling forth, in the first place, regulation to stem its excesses and, later, exercises in planning to spur its lassitude. Under this head come various

subsidary explanations – or rather, descriptions, for instance: "The press thus tended to go with the growing collectivist tide and aid its flow." Third came democracy (and pretty lucky to come third, it seems). For what with the prevailing doctrine of the legal and constitutional sovereignty of parliament, a democratically elected House of Commons had the means of extending its authority "ever more widely to pursue the goal of social justice which, in various ways, appeals to a mass electorate, and to this end, therefore, to extend still further the intervention of the state in the life of the nation."

The fourth collectivist thrust came from scientism, understood as a rationalistic confidence in a realizable social blueprint as a fitting model for government. A fifth and final impulse is attributed to philanthropy in creating a conscience-stricken miasma of humanitarianism with no scruple against state action. Starting, then, with the blind forces commonly cited by twentieth-century historians of social and administrative history, the author has, by the end of his first volume, encompassed the role of sentiment, doctrine and public opinion as viewed by Victorian pioneers like Dicey.

If these are the basic causes of the rise of collectivism, they are, perhaps, rather superficially articulated. The contrast with volume two is striking. For here the focus is much closer and sharper as the ideological modes of change are analysed. The transition in Liberal thinking from the laissez faire position of Gobbes and Spencer, through Mill and Green, to the state interventionist plans of Hobbes and Keynes, is fully illustrated. "In the days when the name of Benthamite laissez faire came into use," Spencer complained at the turn of the century, "the Liberals were those who aimed to extend the freedom of the individual versus the power of the State, whereas now (prompted though they are by desire for popular welfare), Liberals as a body are continually extending the power of the State and restricting the freedom of the individual." Spencer's point is fairly stated, and it is not clear that it is met with an adequate rejoinder.

In considering Conservatism, the author is not so much concerned with a chronological progression from one range of beliefs to another as with a perpetual tension between them. Thus Tory paternalism from the nineteenth century was pressed into service to legitimate the acceptance of the welfare state after 1945, but in neither era was this an unchallenged orthodoxy. Individualism might be considered an alien infusion, brought into the party of property by renegade Liberals, but for the fact that cognate notions had strong indigenous roots. Philosophically, conservatism rests on a scepticism about human endeavour which is obviously hostile to grandiose ambitions for government. Politically, the Conservative party has been the main defender of capitalist acquisition and security of possession these hundred years or more. Though acquisition may be active where possession is passive, they are often happily united as motive and goal, and it has been an abiding object of Conservative statesmanship to perpetuate this alliance.



A. V. Dicey, a portrait in the collection of Trinity College, Oxford.

When it comes to socialism, the dichotomy between the statist tradition of the Fabians and the libertarian rejection of bureaucratic elitism can be left to speak for itself. It speaks so eloquently because, as usual, the left provides its own most trenchant critics. The Guildsmen A. J. Penty clearly had the Fabians in his sights when he wrote the issue of private and public ownership, and lost its way in a maze of Blue Books, statistics and detailed considerations: gas and water socialism, Poor Law, Housing Reform, etc. on the one hand, and political labourism on the other. Penty's indictment was published in 1922, yet nearly half a century later it had lost none of its cutting edge, as is shown by the resurgence on the New Left. Challenging the "central thesis of social democracy that each extension of state power by the Labour party, given effective parliamentary democracy, was an extension of popular power".

The Marxist journal *International Socialism* pushed forward to a further conclusion: "The state has become autonomous, not merely the instrument of the popular will, nor even 'bodies of armed men', but the supreme expression of the status quo and independent of the ritual of party politics." It is one thing, however, to disparage Leviathan: quite another to banish it from the domain over which it sprawls. Professor Greenleaf is understandably tentative in his suggestion that the Left may currently be turning against half a century of centralist dominance within the Labour movement. The hypothetical possibility of the collectivist cult unwinding takes us back to the historical question of why it tightened its hold in the first place. Even after 850 pages, the answers remain ambiguous if not obscure. It is not that there seems no reason for it, but rather that too many eminently reasonable explanations are fighting each other to a standstill. The author is fond of the proverb: "One story is good till another is told!" Self-consciously or otherwise, he provides ample illustration of it.

In particular, Professor Greenleaf seems, like Dicey before him, somewhat ambivalent about whether, in Sidney Webb's phrase, collectivism is the economic obverse of democracy. Dicey tended to write as though it were, thereby making himself very gloomy, but often relieving the gloom, as his combative spirits bucked up, by discovering counter-currents against the degenerate tendencies of the age. Professor Greenleaf tacitly adopts the same strategy, perhaps hoping that a juxtaposition will prompt a Hegelian synthesis in comprehending the problem. Thus we have Sidney Webb telling the Royal Commission on Labour in 1892 of the tramway conductor's inept realization "that the forces which keep him at work for 16 hours a day for 3s a day are not the forces of hostile kings, or nobles, or priests; but what he ever forces they are he will, it seems to me, seek so far as possible, to control them by his vote." Conversely, we also have Enoch Powell, three quarters of a century later, giving an equally confident account of the relationship: "The free enterprise economy is the true counterpart of democracy: it is the only system which gives everyone a say." If democratic collectivism is axiomatic, so, it seems, is democratic individualism.

Professor Greenleaf has come forward as an urbane and authoritative guide into this maze and it is to be hoped that in the two further volumes he will make good his promise. Meanwhile, as he surely finds a large following of expectant disciples, properly grateful for the varied delights of the tour so far.

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Looking forward

French Planning in Theory and Practice
by Saul Estrin and Peter Holmes
Allen & Unwin, £15.00
ISBN 0 04 339028 5

There was once a "golden age" of planning in France. After de Gaulle's return to power in 1958, an attempt was made to use the five-year plan as the central instrument of economic policy. The forecasting exercise was expanded and the consultative committee structure was broadened. Almost all elements of national economic management – budget decisions, public figures, regional aids, finance, trade and even industrial policy – were

integrated into the planning preparation and execution structures. As the economy continued its rapid, regular growth, many planners and politicians assumed the "plan" was of vital significance. French writers including Masse and Baruch (and later de Gaulle himself) extolled its virtues. English historians, notably Harrod and Schöndel, praised this gallic growth device. The 1964 Labour Government attempted to imitate the French model. For Saul Estrin and Peter Holmes, however, this "golden age" was merely the beginning of the end.

In the first section of their new study of French planning Estrin and Holmes criticize the more ambitious planning theorists and argue the case for a planning system as a modest complement to the market, not a substitute for it or a Gaullist "new way" between capitalism and communism. Low-capitalism and consultative planning, key, low cost, consultative planning involving general forecasting, ex-

changes of useful information, discussion of alternative strategies, and programming public investment priorities in their proposed solution. The insufficiency of information of future market trends, the "bounded rationality" of individual decision-makers, and the necessity for coordinating public spending plans are the justifications for planning on a modest scale.

The rest of this study concerns the practice of French planning since 1945. They describe the changing practices and attempt to analyse the results. The limited planning system created by Monnet appears to have worked well in the 1950s: it provided industrialists with useful forecasts, organized the spending of Marshall Aid in an efficient way, and provoked little hostility. Gaullist planning, however, by its very ambitions, provoked criticism and opposition. Attacks came from politicians within the conservative coalition (not least from Ciscard d'Estaing and

Barre). There was widespread hostility from civil servants especially in the finance and industry ministries who resented the usurpation of their prerogatives by planners. Finally, private sector industrialists lost interest as the planning consultations no longer provided useful information.

This last and most crucial problem reflected the growing difficulty of forecasting, itself the result of the transformation of France into a major trading economy just at the time when international economy stability was starting to disintegrate. Prediction had been easier from 1952 to 1973 when the international situation was relatively stable and France's role in it rather limited.

Howard Machin

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MILESTONES

G. Reza Sabri-Tabrizi looks at the "Eastern" ideas of the poet William Blake

When, in 1959, I left Iran for Istanbul, the spectre of the 1953 coup d'état still hovered over the country. The democratically elected government of Masaddeq had been overthrown. Political thinkers, radical writers and activists were either imprisoned or executed. Progressive religious leaders who opposed the Shah were not exempted. Blind obedience was enforced. The great Muslim poets and thinkers were suspect: Omar Khayyam, Rumi, Hafiz, the philosophical and political thoughts of "al-Afshani".

They were replaced by an assortment of American propaganda against Communism and the Soviet Union. We were told repeatedly that the United States had no ulterior motives in her interest in Iran; the military, and cultural advisers had been sent to save the Iranian people from Soviet domination. But we considered the threat of alienation from our culture to be more threatening.

How have you left the ancient love That buds of old enjoy'd in you The languid strings do scarcely move! The sound is forc'd, the notes are few!

I first read William Blake in Istanbul. He had been introduced to me by an Iranian writer friend. As I read the *Songs of Experience*, I felt a heady shock of recognition. The buildings, the faces of Blake's London seemed to me the buildings and faces I knew only too well in Iran. The child workers, the despairing poor, the complacent unthinking rich, the helpless, hapless women.

The question of what to write that "all may read" led me to find out more about Blake and his writings. I wanted to discover him for myself. The search was long but ultimately very rewarding. I found Blake's original and universal one. It opened a new dimension and through it I could see how a great poet and thinker from the West had much in common with those from the East like Rumi and Hafiz. I realized that what concerned these poets and thinkers was the question and importance of Man. The discovery of this overriding concern and love for humanity helped me to bypass political boundaries, cultural, religious, national and traditional differences, to attempt to elevate my imagination from a limited to an unlimited level, to see and love the "human form". In "The Divine Image" Blake says that:

... all must love the human form, Be heathen, Turk or Jew; Where Mercy Love and pity dwell There God is dwelling too.

The "human form" is the potential creative imagination or "Poetic Genius" in man. For Blake, creative power is a form of the Godhead as opposed to the passive and abstract God of priestcraft: *All Religions are One*. Passive men believe in an abstract God who is correspondingly passive and exterior to human experience. Blake terms this passive God Urizen who has built his own world on his limited impressions ("Urizen" horizon). Imagination or true man has been imprisoned by false man; the creative mind has been buried under abstract teachings. Blake writes in *Vale*:

Gods combine against Man, setting their dominion above The human form Divine, thrown down from this high station. Divinity should be sought in human relationship and unity in "Mercy, Pity, Peace and Love" whereas the God of the priest divides man from man and divinity from humanity. Hafiz, writing in the fourteenth century, has a concept of Man similar to Blake's. Imagination is "Jame-e Jam", the "all-seeing bowl". Imagination invites people to find God within themselves rather than invoking power from far away.

For years the heart was seeking an all-seeing bowl from us, What in fact it had within itself is begged from strangers

The pearl which existed outside the Shell of Time and Space Was sought from those who were lost on the sea shore.

Blake regarded the creative genius as a force with the power to destroy oppressive philosophical or social system. In *Jerusalem* he calls on people to rally their own creative power and rise against tyranny, calling on the God within us, "Seeing these Heavens and Hells conglobing in the Void".

"Heaven" and "Hell" are social and psychological states. In Swedenborg's *Heaven and Hell* they represent different classes in society. Swedenborg places the people who work in the mines and those who oppose him, in his "Hell" and the Church officials, the Royal family, the nobles and the mine-owners in "Heaven". In Blake's *The Marriage of Heaven and Hell*, he criticizes the Swedenborgian view and sides with "the just" working in "Hell". Those in "Heaven" retire back into their passive memories, a "Last Judgment" and the basis of laws of restraint against those in "Hell". In *Milton*, Blake says:

Shewling the Transgressors in Hell, the proud Warriors in Heaven, Heaven as a punisher, and Hell as One under Punishment With laws from Plato and his Greeks to renew the Trojan Gods

We hear similar notes from Mohammad Iqbal (1877-1938), another great Muslim poet, who criticizes the dependence of his fellow Muslims on Western thought: "ready-made knowledge is the veil of great imagination".

In *To Islam in the Moon*, one of his great satirical works, Blake criticizes those philosophers who live and think within their passive impressions, divorced from reality. Such minds are like an island in the moon, "winking and blinking like Dr Johnson". When Blake attacks the mechanical philosophy of Locke and Newton, he is attacking the social system that philosophy was used to justify and support. Both the philosophers of Nature and the Church are Blake's targets in his social criticism. The human soul as creative and the imagination to visible nature through "deism" and the church enslaved it by teaching belief in an invisible God.

Like Rumi, Blake did not believe in original sin. He believed that "Error is created, Truth is Eternal" and that man is the product of his social environment.

Rumi believed that human love or vision is defiled by selfish and limited interests and this has created division and enmity in society. Rumi regarded the human soul as creative and the material as good; selfish materialism (in Rumi's term, "colour") is the source of enmity, an idea echoed by Mohammad Iqbal.

Blake is a dialectical thinker. His poetic genius or creative imagination is the leading principle. The dynamic energy of imagination is essentially derived from its selflessness and love of man. It is this selfless energy which rises against the negation of the selfish established systems.

There is a Negation, and there is a Contrary; The Negation must be destroyed to Redeem the Contraries.

When I met Jacob Bronowski in 1961 in London, I showed him my article on the poem "Chimney Sweepers". He liked it and encouraged me to carry on studying Blake in his social context. After eight years, Bronowski was the external examiner of my PhD thesis. At the viva, one of his questions was why I had not brought Marx into my study of Blake. Bronowski admired Blake and considered him a great artist and thinker. I had preferred not to compare him with Marx. Bronowski defended peace and humanism and so did Blake; both remain relevant to the contemporary world.

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As a result of significant reductions in student targets for British universities and the corresponding reductions in the recurring grants they receive, a number of institutions are now considering mergers as the only way of remaining viable.

The cost of all the staff in academic departments represents some 70 per cent of the total running cost of universities. Most institutions which go beyond those required simply to maintain student ratios for lower student numbers. Consequently the staff of some academic departments have been reduced to a level which threatens their viability and a merger is seen as the only solution.

However it is possible to achieve the necessary staff reductions by merging individual departments, rather than whole institutions. Two institutions with overlapping subjects could retain their viability and separate identity by agreeing to merge all duplicated departments with some of them being allocated to each institution. In this way a full range of subjects would be retained between the two.

If two adjacent institutions do decide to combine their resources to form a single entity but retain all the buildings on both sites, the only potential for reducing recurrent expenditure as a result of the merger is in administration. The level of other expenditure is likely to relate directly to student and staff numbers.

Expenditure statistics for British universities show that administration costs per student for larger institutions are only slightly lower than those for smaller ones. This suggests that factors other than size account for the differences in administration costs. Thus, even here the savings are unlikely to be as significant as many people would expect.

Experience suggests that the most significant savings likely to result directly from a merger are in premises expenditure. However, these savings will be almost impossible if the institutions, having been forced to reduce significantly their student numbers, continue to occupy both sites. The level of premises expenditure is dictated more by the capacity of a campus than its current student numbers.

Salford University, for example, is having to reduce its student numbers by 30 per cent, but does not expect to be able to reduce its total area of buildings by more than 18 per cent, because some buildings are already too small and others were not designed for their present use. Salford has also estimated that capital expenditure of between £6m and £9m will be needed for adaptation work to achieve even this amount of retrenchment. Thus worthwhile savings are likely to be achieved only if there is a complete merger onto a single site.

If two institutions are to merge in this way, there will probably be a need for new building on the retained site to accommodate the additional staff and students. In this case it will be necessary to justify the capital costs by demonstrating worthwhile savings in recurrent expenditure.

The University Grants Committee now requires this appraisal to be prepared using the approach outlined in the Treasury's publication *Investment Appraisal in the Public Sector*. This contains two main requirements: first, that where there are various options, they must all be considered and weighed up against each other; second, that where there are measurable benefits, the project must give an Internal Rate of Return (IRR) of at least 5 per cent. Thus the recurrent savings must be estimated and related to the estimated capital costs, which in turn must be based on the UGC planning norms.

The UGC specifies floor area norms for each full-time equivalent student in all academic subjects and also for ancillary areas such as social and dining space and administrative offices. Although, as the UGC is at pains to stress, these norms are primarily for use in planning new buildings, rather than assessing the capacity of existing buildings, they are nevertheless an essential starting point in both determining and justifying the requirements for additional buildings. The UGC also specifies the building cost rates per square metre which are to be used for all the different categories of

How to make the perfect match

As a growing number of institutions decide to combine their resources, John Parsons considers the nuts and bolts of university mergers



Royal Holloway College, Egham: about to merge with Bedford College, which is also part of the University of London.

space when calculating the capital cost of new buildings.

Although the appraisal process seems straightforward enough, the calculations will in practice become very complex as a result of the many adjustments necessary. These can arise when:

● In calculating the actual teaching load in a department, it is necessary to make assumptions about the amount of teaching each department will provide for students registered in other departments.

● Assumptions must be applied to the staff/student ratios applied to each department. For laboratory-based subjects it may also be appropriate to apply technician/academic ratios to estimate the number of technicians.

● If the staff/student ratios being assumed by an institution are different from those used in calculating the basic UGC norms, it is necessary to make appropriate adjustments to the norms.

● Some departments are able to justify additional areas for sponsored research. It may also be possible to justify an additional area for equipment-dominated space, although this is normally only accepted by the UGC for engineering.

● There may be areas of "bad fit" in existing buildings which are not fully usable, or apparent surpluses in one subject which cannot be used to offset shortfalls in another. Hence, the area of additional building actually needed may be significantly greater than the difference between the calculated area requirements of the merged institution and the existing areas.

● The basic UGC building cost rates usually need a number of adjustments for inflation, additional charges for abnormal items (eg adverse sub-soil conditions), professional fees, the cost fixed and loose furniture and so on.

● Expansion of the site may involve reallocation of space between departments, in which case it is necessary to establish which cost rates to apply in estimating the conversion costs. The UGC recommends 50 per cent of the appropriate rate for the new occupant

of the space. However, in some cases this may require revision.

● Estimates of future recurrent expenditure are affected by most of the basic assumptions since they are related to student numbers, staff numbers and the areas building.

● During the course of the appraisal, most of the basic assumptions are likely to change several times. The appraisal will probably be subject to review by a steering committee whose members will want to change some of the assumptions once they begin to see the result of the process. In addition there may be a number of options to be considered and separately costed. It is, therefore, almost essential to develop some form of computer model if such demands for revised information and option analysis are to be met reasonably quickly. A financial modelling language such as SuperCalc is ideally suited to this sort of exercise.

When comparing options it is important to compare like with like. For example, some options may involve the conversion of residential space into academic space, whereas others may involve new buildings which release academic space for conversion into additional study bedrooms. In order to make a meaningful comparison it is necessary to put some notional value on space transferred between the "academic capital account" and the "residential capital account".

Establishing the true space requirements of each academic department is difficult and time-consuming. Once there is talk of major development plans, each department tries to justify as much space as possible; initial area requirements tend to reflect ideals rather than essential needs, with some potential conversions being declared impossible. Although it is inevitable that department heads will try to represent the best interests of their departments, it is important to arrive at a realistic development plan.

One of the most important factors in determining whether a merger is financially viable is the marketability of the buildings which are to be evacuated. Some university buildings do not lend themselves easily to alternative uses and others, although suitable for conversion, are in an area where planning permission for a change of use might not be forthcoming. It is also necessary to verify with the UGC that the full proceeds of sale may be offset against capital expenditure, since in theory a large part of the proceeds from buildings originally funded by the UGC reverts back to it.

Having calculated the IRR for the different options on the basis of the assumptions mentioned above, the sensitivity of the results to changes in these assumptions should be tested. Possible variations include: no areas for sponsored research; delay in realizing sale proceeds; increase in building costs; increase or decrease in savings in recurrent expenditure; increase or decrease in sale proceeds.

It may be found that a perfectly realistic variation, or combination of variations, seriously affects the viability of the project. This can be illustrated by considering a building, which is assumed to have a life of 25 years and a residual value at the end of its life. If the Treasury's test discount rate of 5 per cent is applied, a reduction of £100,000 in the annual recurrent savings reduces the justified capital expenditure by £2.8m.

It is all too easy to underestimate the complexity – and hence the time involvement – in an exercise of this kind. If adequate academic consultation is to be built in, it will inevitably become a long drawn out process. A recent submission to the UGC by Bedford and Holloway colleges on their proposed merger eventually ran to over 100 pages and took six months to produce.

Another lesson is the difficulty of firmly identifying savings resulting directly from mergers other than those relating to premises. Often savings derived from an across-the-board worsening in staffing ratios are wrongly attributed to a merger. In addition, without firm management many anticipated savings in academic support or administrative services may also prove to be illusory.

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BOOKS

The eye of the beholder

Pleasure, Preference and Value: studies in philosophical aesthetics
by Eva Schaper
Cambridge University Press, £17.50
ISBN 0 521 25101 X

The editor of *Pleasure, Preference and Value* writes in her introduction that in the last three decades aesthetics has undergone a transformation from the barrenness, thinness, dreariness, pretentiousness and vacuity to once again achieving vitality and respectability as a legitimate object of philosophical study. The decline was due to the scarcity of good work applying philosophical expertise in an area as yet hardly disturbed by the techniques of linguistic analysis. Here then, the reason for the decline is identified as one of approach or method. Linguistic analysis is advocated as a way of achieving the desired philosophical rigour. The dispute about method is, however, far from over.

In recent years a number of aestheticians, the late David Pole prominently among them, crusaded for a rejection of the sort of abstract theorizing, often generated by linguistic analysis, which characterized recent work in philosophy and was, and to some extent still is, endemic to aesthetics. A serious concern for philosophy can and should go together with a direct concern for artistic values. This involves understanding something of the relationship between the spectator and the work of art. By the very nature of such relationships, which are rich in all kinds of emotional attitudes, to try to give a strictly "academic" account is to blind ourselves to important facts about our form of life. This is not just an academic matter and could not characteristically be so. For a philosopher and, specifically, for an aesthetician, the problem is one of how to describe this kind of understanding in general terms.

The nine papers in this collection illustrate both methods, so that the volume caters for the various preferences of its readers. They were first presented at meetings of the Thysen Philosophy Group and are here published for the first time as one of an informal series of volumes on various topics, sponsored by the Thysen Foundation.

The editor informs us that although there was no set theme for the meetings, the three themes of the title—pleasure, preference and value—persistently emerged. It is very difficult to imagine any collection of papers on aesthetics where these central topics would not be discussed in some way. In this case, the concerns of the contributors are too diverse to allow of the identification of any unifying theme although they all share an awareness of the importance of philosophy of mind, of logical, epistemological, moral and metaphysical implications for philosophical aesthetics thus demonstrating that a high degree of philosophical expertise can be achieved within aesthetics. They also share an indebtedness to Kant whose ghost, though not his "concrete" substance, looms large throughout, in one guise or another.

The scope of the papers is enormous and thus one can only hint at the general content. The editor herself is at great pains to emphasize the diversity and she is clearly right to do so. Nevertheless, she has succeeded in ordering the material into a coherent pattern in which the contributors are, to some extent, in dialogue with each other within the limits of a given group. The contributions on value, aesthetic value in particular and the status of value in general, range over discussions of the basic distinction between reality and appearance, arguments for the thesis that aesthetic descriptions of pictures are reports of experience and, as such, they come out as utterances which can be shown to be either true or false, and finally, disputes for and against aesthetic realism.

Another group of papers explores the notion of the self; Malcolm Budd, through his subtle distinction between

a poem's persona and its author—either or both being capable of "speaking in a poem"; J. M. Cameron, by arguing that modern autobiography is "autopsychology" and not just a history of life told in the first person singular. This involves the notion of what he calls "epistemological solitude". His paper left me with a feeling of deep frustration because the question of what is involved in self-knowledge, a question which is crucial to his topic, is not even raised. Instead we get some stimulating remarks in passing which are then left hanging in the air.

The remaining papers are preoccupied with important issues in philosophy of mind and how these affect problems in aesthetics; here the main concern is with feeling. In this group, Barrie Falk's paper stands out for its sensitive and exciting treatment of the

role of emotions in aesthetic experience. He argues that art works do not just communicate feelings but that through them we may find ourselves in possession of truths about what the world is like. He introduces the features of resonance and salience as a part of an emotional relationship to a work of art. This treatment offers a vivid example of the sort of approach mentioned earlier, where one's relationship to a work of art is of central importance. He writes:

... how my being situated thus and so here and now bears on how I relate to the world as such. And these are beliefs that take the form of feelings since it is feeling, construed as the bestowing of resonance and salience on a present situation which is the relating of a present situation to myself in this way. (page 74)

Falk tries to show that through our subjective involvement with works of art, through the relationship which is established, ie the situation in which we find ourselves, our knowledge may be enriched in a way which only the experience of art can provide. There are distinct echoes of Merleau-Ponty in this, most stimulating, account.

Schaper's excellent introduction provides a survey of the main lines of argument in each paper, and overall the volume provides interesting examples of the many various approaches and preoccupations in recent aesthetics.

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Obscure logic

Bradley's Logic
by Anthony Manser
Blackwell, £17.50
ISBN 0 631 13139 6

It has been said that there are two kinds of philosophers: those who, had they been better educated, would have been scientists; and those who, had they been worse educated, would have been clergymen. Those of the second class tend to delineate the ineffable in language of extreme obscurity. Hegel is the founder member of this group and F. H. Bradley is usually counted as one of his most notorious accomplices. Whether this charge is well-founded is uncertain and certainly a reading of Professor Manser's book will lead us to think again.

Philosophers, except the very greatest, tend to go in and out of fashion and it is well to have a new look, from time to time, at some of those who are currently out of favour. It may be that recent developments in philosophy can enable us to see some out-of-favour doctrines in a new light. Manser has tried, with a fair degree of success, to do this for Bradley. He faced a formidable task. Neither Bradley's personality nor his style of writing is attractive. A hypochondriac recluse whose main non-professional interest was killing cats offers an unalarming persona to contemporary taste. And his literary style falls too often under the charge laid by Broad against the writers of his school, whose writings "seem to start from no discoverable premises; to proceed by means of puns, metaphors and ambiguities; and to resemble in their literary style glue thickened with sawdust".

Manser's book is confined to Bradley's *Principles of Logic* which was published in 1883 and reissued in 1922 with the edition of substantial explanatory essays. The difficulty we have in understanding this book in the second half of the twentieth century is that logic has undergone an immense change and development in the last hundred years and since the Second World War at least has been taught in its new form to undergraduates. Logic is now a fast-growing and highly technical subject, only the elementary fringes of which are relevant to philosophy in the traditional sense of being the *organon* of thought. Bradley ignores (probably through ignorance) all of this important historical development with the exception of Jevons' "logical piano". This was a device for mechanizing elementary Boolean procedures and Bradley concedes that Jevons "is justified in his claim to have made a reasoning machine". But he excuses himself from examining the mathematical basis of "equational logic" on the grounds of his own lack of expertise in mathematics.

In fact, the *Principles of Logic* offers us practically nothing of what we would nowadays call "elementary logic". Bradley does not tell us how to distinguish valid from invalid inferences, surely the main task of any logic book that starts from the beginning of the subject; nor does he give examples of arguments of any but the most banal kind. The topics which he does discuss (and with considerable originality) would nowadays be variously classed under philosophy of language, theory of knowledge or philosophy of mind.

And where he does introduce logical topics he consistently violates his own strictures on the "psychologism" that he attributes to Mill and earlier empiri-



"St Bride's and the City after the Fire" by Mulholland Bone, 1940, taken from Lawrence Wright's book *Perspective in Perspective* (Routledge & Kegan Paul, £40.00).

cists by talking of "judgments" and "inferences" where logicians would talk of "propositions" and "implications".

What has Professor Manser salvaged from this strange mixture? In what is a *tour de force* of patient clarification, he corrects the traditional views on Bradley's relation to Hegel and shows that a great many insights in Bradley's work are anticipations of respected doctrines to be found in Frege, Wittgenstein, Davidson and others. But these insights are not, of course, either clearly expressed or systematically related to each other. It seems to me to be doubtful whether Manser's main claim can be justified: "An examination of the differences between him and contemporary writers may lead some of the latter to revise their views." Certainly logic and its philosophy grow and change. But Bradley's beliefs on these matters seem now so totally alien and irrelevant to present concerns that it is hard to see how they could ever make such an impact. And Manser does not suggest what contemporary views might be candidates for such a Bradleyan revision.

D. J. O'Connor

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Believing your eyes

Perception, Learning, and the Self: essays in the philosophy of psychology
by D. W. Hamlyn
Routledge & Kegan Paul, £14.95
ISBN 0 7100 9264 4

These sixteen essays by Professor Hamlyn on the borderlines between psychology and philosophy, written during the past fifteen years, have been organized into a book by the addition of a short introduction and a very short epilogue. The essays are reprinted as they originally appeared, including footnote references to one another, as for example "see Hamlyn 1967" rather than as chapters of a book. There is quite a lot of overlap between them, but taken together they reveal quite helpfully what Hamlyn has been up to in his more recent work.

In the introduction Hamlyn says that his most general claim is the "inadequacy of the information-processing model for cognitive psychology". This theme is more evident in some of the essays than in others. Several are on visual perception; he

clearly wants to conclude that one cannot understand it just in terms of the processing of visual information. His basic idea here seems to be that the usual theories of perception do not explain the relation between the beliefs one forms when perceiving and the way things seem, perceptually, to one. An optical illusion, for example, whose nature is familiar to one, may well not lead one to think that one line is longer than another, although it will still look longer. This is an important point; the relation between belief and appearance is very hard to describe correctly and explain satisfactorily, as every perceptual theorist knows. Hamlyn wants to say more than this of course. He wants to argue that we can see why existing approaches to perception must inevitably fail here.

I doubt that many psychologists will be convinced by either of his two arguments for this. The first is that any information-processing model which represents a visual experience as a series of stages "it looks like A" therefore it must be (A)", so that eventually it looks like (A) must be incoherent; the "looks" in "looks like A" and the "looks" in "looks like (A)" must clash. Hamlyn treats this argument as convincing, without considering any of the possible replies one might make to it. His other argument for the failure of current theories of perception comes from a detailed treatment of one theory in particular, that of James Gibson. His criticism of Gibson boils down, I think, to the charge that Gibson takes visual information to be more readily available in the environment than it really is. This is quite plausible, but it does not easily produce a condemnation of information-processing theories, since Gibson's theory postulates unusually little processing of (an unusual construal of) perceptual information.

In the final chapters of the book Hamlyn gives an alternative framework for psychological theorizing. He does this by beginning to develop a social psychology of individual thought. He does not describe it in these terms, but that does seem to be his intention. In chapters on self-deception, self-knowledge, knowledge of others, and love and hate, he brings out the dependence of much of what one knows and experiences on one's social relationships. Hamlyn's approach to these questions is quite different from a lot of social psychology, since he wants to characterize the individual primarily as a social entity and to describe individual thought processes in terms of these primarily social attributes. If such a theory can be developed, it would be an important alternative to current individualistic accounts. It is a pity that Hamlyn makes almost no use of standard work in social psychology, especially on the attribution of states to others. He ignores most of the data as well as most of the theories, and this is disappointing since it prevents any easy comparison of what he says with more standard approaches. It is a pity too, though this is to ask rather more of him, that he does not try to apply his anti-individualistic approach to questions of non-social perception. I have no idea how such an application would work; indeed, I suspect that it could not, but since Hamlyn's criticisms of psychological orthodoxy focus on questions about perception one might well ask how the alternative he develops would handle them.

Hamlyn has not given us a sustained subversion of the information-processing model. The points of contact between his analyses and most psychologists' working assumptions are too few, and the points of contrast are too little developed. But he has made a number of, unfortunately disjointed, suggestions and presented the barest outline of a possible alternative, which may be of use when eventually we outgrow the model. As a result this is an interesting and a worthwhile book, but not a really challenging one.

Adam Morton

Adam Morton is professor of philosophy at the University of Bristol.

Volume seven of *The Correspondence of John Locke*, edited by E. S. de Beer, has been published by Oxford University Press at £45.00. It covers the period 1700-1703.

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BOOKS

Moral crusader?

John Galsworthy: a reassessment
by Alec Fréchet
translated by Dennis Mahaffey
Macmillan, £20.00
ISBN 0 333 31535 9

This translation of Professor Fréchet's *John Galsworthy: l'homme, le roman, le critique social* reminds us that Galsworthy's reputation as literary artist has always been higher in France than in England. The crusading Galsworthy of the Edwardian novels (*The Man of Property*, *The Country House*, *Fraternity*) offers a well-signposted radical critique of society, a homily on the integrity of the conscious artist, and characters clearly identifiable as the products of imperialism in decay. His affinities with European realism are obvious.

The English reader, however, has always been less certain of Galsworthy's moral earnestness. There is something facetious about even his most pungent social satire. The attack on Forsyteism, Pendycitis, or "the carriage-owning class" is sharp, but not bitter. "You seem to look at things from the point of view of a vomit on the class indeed," was Wells's comment on *The Country House*. "and I miss your irony—I see where it comes in, but I don't feel it in any way—just as one misses domestic satire between the members of a family." And Virginia Woolf pointed out that social reform in the novels is merely a matter of "joining a society, or, more desperately, of writing a cheque," of endless practical memoranda on the subject of "Aeroplane in War", "Children on the Stage" or the "Plumage Bill".

While Fréchet seems worried by this inconsistency in Galsworthy's moral tone, he does not face up to it. He ascribes the division between intellectual insight and sentimental allegiance at the heart of his work to the result of moral aloofness rather than moral confusion. We are told that the correct appreciation of a Galsworthy novel is as demanding a literary experience as the understanding of Forster or Lawrence; in short, Galsworthy is one of the "leading English authors of the twentieth century".

Lawrence's passionate charge that Galsworthy's natural symbolism—Apple trees, Dark Flowers—is really the index of an ugly, abstracted sexuality in the society he describes, is not answered adequately either. Lawrence praises Galsworthy for depicting the self-regarding sexuality of conventional man ("a doggy form of prostitution. Be quick and have done"), and then slates him for failing to satirize it. Fréchet misunderstands him, thinks he must be accusing Galsworthy of a general lack of sexual power, and points tamely in refutation to the abundant "sensuality" Lawrence has already anatomized.

Galsworthy's readability is not, of course, in doubt; nor is the literary status of his one great novel, *The Man of Property*. Fréchet gives a meticulous summary of the plot, and a brief and incisive critical reading, of each of the novels in its chronological sequence; but this scholarly approach cannot begin to account for the mystique of the Forsytes, nor hope to demonstrate how Galsworthy's relaxed literary professionalism in the lesser novels fails to reproduce the essence of the first trilogy. The key to Galsworthy's success with the general reader is neither intellectual integrity nor punishing vision, but a handful of highly professional literary portraits in the Forsyte gallery, over which towers that monster of egotism, Soames.

Any attempt to rehabilitate Galsworthy's literary reputation must face more squarely than Fréchet does the charges of moral inconsistency and mechanical sentimentalism, and provide a sorted and edited account, rather than an encyclopaedic discussion, of the literary achievement buried in Galsworthy's twenty novels.

Julian Thompson-Furnival

Julian Thompson-Furnival is a teaching postgraduate at the University of Oxford.



This photograph of Walter de la Mare, taken in 1920, is reproduced in Geoffrey Keynes's autobiography *The Gates of Memory*. First published in 1981, the book is now available in an Oxford University Press paperback (£4.95).

Honed and polished

The Complete Poetical Works of Thomas Hardy
Volume I: Wessex Poems, Poems of the Past and Present, Time's Laughingstocks
edited by Samuel Hynes
Clarendon Press: Oxford University Press, £19.50
ISBN 0 19 812708 1

Introducing *The Complete Poems of Thomas Hardy*, included in Macmillan's New Wessex Edition of Hardy's works, James Gibson commented, in 1975, on the extensiveness of the variant readings available for the majority of Hardy's more than nine hundred poems. Gibson could offer only a few of these variants among his notes at the end of the volume; he wrote, "An academic edition of Hardy's poetry with full critical apparatus... must wait for another time."

Happily, that time has now arrived, and Hardy enthusiasts (ie, all lovers of English poetry) can welcome the first volume of his *Complete Poetical Works*, lovingly and meticulously edited by Samuel Hynes whose critical study, *The Pattern of Hardy's Poetry*, has established himself over the past twenty years as one of the few indispensable critical books in the field.

This first volume presents texts of Hardy's readings, *Wessex Poems*, *Poems of the Past and Present* and *Time's Laughingstocks*. In his introduction Professor Hynes surveys the *enormous de riches* that confronts the editor of Hardy's poetry: a manuscript for every poem and numerous editions, all of them to a greater or lesser extent revised by Hardy, of each separate volume of verse issued in his lifetime as well as of the *Collected Poems*, first issued in 1919 (ten years after Hardy's death) and, to say the first set about preparing it, to say nothing of the four lifetime editions of his *Collected Works*, each of which, of course, included all his poetry to date.

Hardy was, as his second wife wrote, "a hardy reviser of his poems", even after they had appeared several times in print. Hynes points out, however, that the endless alterations Hardy made were only rarely fundamental ones: he "did not remake himself as Yeats and Auden did; he tried to nearer the mark to say that, by correcting himself more himself, he had written, and improving what he had written, rewriting a line, altering a word, improving a rhyme". Our greatest pleasure, then, in studying the variants that Hynes sets out is not so much the

discovery of radically different versions of particular lines, phrases, images as it is the appreciation of Hardy's sheer poetic craftsmanship as he continues to hone and polish his work.

In his introduction Professor Hynes elegantly elucidates the complex history of the texts of the poems and makes it clear that "there is no final text". Hardy certainly began, in his later years, working towards the exactness of a text, as is evidenced by certain annotated volumes in his library, but the work was not completed and Hynes justly remarks that "One can scarcely complain if he put such energy as he had into new poems, in a burst of late creativity that has few parallels in English poetry, rather than in the tedious business of collation."

Professor Hynes sets about establishing the ideal text that Hardy clearly desired in exemplary fashion. He uses as his copy-text the first editions of the various separate volumes of verse and always prints the chronologically latest substantive variant wherever this can be determined. Where this is not possible he exercises his own critical judgment, solidly based, as it must be, on a considerable degree of inwardness with Hardy the poet.

Besides all the textual apparatus this volume contains some thirty pages of explanatory annotation (a glossary is to be appended to the third and last volume of this edition). Hynes's notes include brief histories of the composition and publication of each of the individual volumes of verse together with details regarding the whereabouts of the manuscripts. They also contain the annotation Hardy himself supplied; details of all tentative revisions made by him in manuscript; identification, where appropriate, of people and places alluded to and quotations from letters to and from Hardy, and other documents, having any bearing on particular poems, the circumstances of their composition, Hardy's own attitude towards them, whether they were first published in periodical form, and so on.

Particularly interesting are the links with the novels to which our attention is often drawn. Hynes's annotation is succinct and invariably illuminating rather than distracting or suffocating as such material can so often be. It really is hard to imagine a more satisfactory edition of Hardy's poems than this one. Not the least attractive aspect of this particular volume is the restoration of Hardy's delicate little drawings, 32 in all, done for the original edition of *Wessex Poems* but omitted in subsequent editions.

Michael Slater

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Scientific contexts

H. G. Wells and the Culminating Ape
by Peter Kemp
Macmillan, £15.00
ISBN 0 333 25701 4
Joseph Conrad and the Ethics of Darwinism
by Allan Hunter
Croom Helm, £15.95
ISBN 0 7099 1265 X

In the last ten years of the nineteenth century two men set out on hazardous journeys to discover the secret of the human condition. Marlow in *Heart of Darkness* sails up the Congo into primeval past, while the traveller in Wells's *The Time Machine* is propelled forward to the year 802,701 AD. They both discover that humankind has forgotten that first rule of civilized behaviour: eating people is wrong.

This, in brief, is the subject of these two literary studies. They are both concerned with man's place in nature in a post-Victorian world, but their critical methods could hardly be more different. In *H. G. Wells and the Culminating Ape* Peter Kemp works from within, subjecting the reader to a total immersion in Wells's mental and linguistic world. He presents his author as an evangelist of modernism who, for fifty years, attempted to show—in the words of his London University thesis—that each person is "a collection of mutually replaceable individual systems held together in a common habitation".

Kemp then explores the effects of this persistent crusade against the integrity of the individual by examining some of the central concerns of Wells's long writing career, and eliciting, as his chapter titles indicate, the contradictions at the heart of each: food (the "Edible Predator"), sex (the "Slave Goddess"), habit (the "Re-developed Basement"), war (the "Pugnacious Pacifist"). He is helped in his exploration of ideas and motifs by Wells's extraordinary literal-mindedness, the true source of his imaginative power, which pushed every suggestion, analogy, and metaphor in grotesque extremes.

On the question of food, for example, Wells is not simply obsessed with diet, teeth (both canine and incisors), cannibalism, and the moral turpitude of vegetarians. He also provides in *Beastly* the recipe of how he himself would like to be cooked, if the need ever arose:

May I be fried with potatoes and good butter made from the milk of the cow. God send I am spared the boiling, the prison of the pot, the rattling lid, the evil darkness, the greasy water.

Kemp has a strong stomach, even for this kind of culinary eschatology, and enters his chosen milieu with gusto, stamina, and perceptiveness. In order to emphasize the extent of Wells's food obsessions he even conceals a menu drawn from the names of his author's fictional characters, which includes among others, Plaisance, Bream, Winkles, Rabbits, Lettuce, Butter, Beans, Satsuma, Pomegranate, Bramble, Cranberry, and the Bones, both Major

and Captain. This is enjoyable and frequently revealing, though the critic stops short at his central contradictions without seeking to explain or resolve them in a larger pattern of meaning. (One can imagine other kinds of critic licking their lips over his tasty binary oppositions.) It is also noticeable that Peter Kemp becomes less and less sympathetic as his exploration progresses, finally conveying the impression that he is thoroughly out of patience with this self-appointed science teacher of the human race.

Joseph Conrad and the Ethics of Darwinism is a very different kind of book. Allan Hunter turns outside the fiction to link Conrad's best known novels to the debate on ethics and evolution taking place at the turn of the century. The description of his aims sounds at times like an application to a research council:

Science necessarily draws its raw material, its data, from closely observed actuality... Each novel, as I shall argue, is a re-application of scientific [ethical] theory to the "real" world, rendered in the novel. As a context for literary understanding the works he has read by Darwin, Wallace, Spencer, Huxley, Drummond, Hobson, Lombroso and others could be useful, but here they are deployed successfully as keys to individual literary texts, and as such their significance is distorted.

Repeatedly, a promising discussion which intelligently sets out major themes and methods suddenly narrows its perspective to the significance of, say, an essay by Herbert Spencer. A competent analysis of *Neotoma*, for example, is stopped in its tracks: "What has happened to Conrad's view of the world? I think he may have read J. A. Hobson's *Imperialism, a study*." One begins to anticipate these moments with trepidation, and the language in which the transition is effected betrays the author's own uneasiness: "The likelihood of Conrad having read this work is quite high" modulates into "Whether or not one accepts that Conrad may have read...". And then by a familiar critical strategy anything in the text under discussion which contradicts the putative source becomes "profoundly ironic".

Controlling Allan Hunter's discussion is a very academic idea of how the imagination works. If you can identify a specific source—philosophical, historical, biographical—you have somehow given the fiction not only significance and respectability but also a definition which narrative itself is unable to bestow. At times the sound genuinely surprises and pleases: "In pursuit of the prevalent arguments of the time on the topic of ethics, Conrad certainly does not seem to work systematically on one writer and then move on to the next". It becomes increasingly apparent that Conrad has not done his homework, so that the final chapter on *Under Western Eyes* starts with a list of topics in science and sociology in which it is clear that the novelist was not interested. To this critic that is tantamount to saying his days as a serious novelist were numbered.

David Carroll

David Carroll is professor of English literature at the University of Lancaster.

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BOOKS

Child's-eye view

Neill of Summerhill: permanent rebel
by Jonathan Croll
Routledge & Kegan Paul, £12.95
ISBN 0 7100 9300 4

A. S. Neill died almost ten years ago. It is fortunate that Mr Croll is the first biography of him. His authoritative and judicious study incorporates, on a cursory count, interviews with close on a thousand people who knew Neill, about one third of them former pupils, teachers or parents at Summerhill; and it will set the standard for informed discussion about Neill's life and work.

The picture that emerges is of a more than ordinarily complex man behind what to many has seemed an oversimple message. Each has evoked widely differing reactions. In the case of the man Mr Croll assesses that first he wondered whether his interviews were all talking about the same man.

While one person recalled his warmth, humour and fundamental gaiety, the next would speak of a remote and grumpy Scot, a shy and withdrawn pessimist who preferred—often literally—to cultivate his garden than have contact with the adults around him. Some former pupils have recorded his genius in handling their emotional problems; others the crudity and ineffectiveness of his idiosyncratic brand of Freudian analysis. To one, Neill was the very centre of the community; to another, he was a remote, almost unnoticed figure.

One can add that there were still others who recognized these and indeed further contrasts, most of which appear in Mr Croll's book, and yet, to whom Neill was not only very much an identifiable person but above all a very lovable one.

Neill was an uncomfortable person both to himself—as many of the letters quoted in this book especially to Reich, testify—and to the world. He was at his best among children, sharing or stimulating their fantasies, above all in a group, as when telling one of his school stories or directing a word which he would not have acknowledged spontaneous acting. He was in his own words a "doer," not a "thinker" (a role which he distrusted); and he needed a stage and a public: in his old age, when he could no longer be physically active, he wrote numerous letters to the journals, whether the local Leiston newspaper about the nuclear power station at Sizewell or to *The Times Educational Supplement*. He was also throughout his life a prolific correspondent. Mr Croll has been through more than 900 of his letters and, indeed, it was largely because of his writings that he made himself a public figure and Summerhill internationally known.

Recognition did not come easily; in the for him fundamental sense of having gained acceptance for his ideas on education, Neill would have denied that he had ever gained it at all; and despite having in his last decade made Summerhill for the first time financially secure through the huge sales of his books and the influx of new pupils brought from the United States, Neill died a greater pessimist than he began.

For pessimism was integral to Neill's temperament. Born in 1883, the third of eight surviving children of a Scottish village schoolmaster at Kingmuir, near Forfar, Neill grew up the least favoured and successful of his father's sons. "My father did not care for me as a boy," he wrote in his autobiography, *Neill: Orange Peel*, published shortly before his death. Mr Croll has had to draw heavily upon Neill's account, those of his early life, now largely beyond oral reach. It depicts a characteristic upbringing dominated by the threat of poverty, Calvinism and, from his mother, petty snobbery which bred authoritarianism, guilt and hypocrisy. It was against these that Neill, like many of his generation, reacted all his life; and in seeking emancipation from those attitudes he was, despite the enormities of the First World War, fortunate to have been born when he was. He was able to catch the new tide of self-liberation and the

rejection of Victorian attitudes above all to sex which came properly to the surface after the First World War. Where he differed was in directing the movement for freedom into education and keeping it there with the same lack of compromise on essentials at the end as in the beginning. Of all the progressive schools founded in England, Summerhill probably showed least change, even physically, between its opening in 1924, after two years spent in Germany and Austria, and Neill's death in 1973. Certainly on what he held to be the fundamentals of freedom in a school—no compulsory lessons, self-government, freedom of individual expression, non-interference with the private lives of children, the absence of all coercion or physical punishment—Neill showed none. In some respects his beliefs became more radical, especially in the liberating effect of sex as a creative force, which he owed to Reich. Neill, in Mr Croll's apt summary, was a permanent rebel.

The full aetiology of Neill's ideas from simple and intuitive identification with children as beings in their own right to the influences of Freud and then from the later 1930s Reich, is described by Mr Croll. But Neill was a practitioner who had little time for theory and distrusted the intellect; and his writings and practice offer little scope for theoretical analysis. Neill's distinctiveness was that he began from the child, with what it wanted and needed, and not from adult prescriptions about what the child ought to have or be. His, as one educationist has said, was a child's-eye view. It made no assumptions other than that the child must be free to develop as an individual. That went with a belief, which all his pessimism could not shake, that children were innately good and that it is society which warps them. Their warping lies in denying them their own identity by moulding them in the image of what to Neill was a sick adult society where the emotions are repressed and distorted, and love becomes hate. Even when in later life these antitheses tended to harden into opposing stereotypes of life against anti-life, they never overcame his sense of humour or humility and his capacity for friendship even with those whom he opposed. Whether one agrees or disagrees with Neill, we owe to him perhaps more than to anyone else the



A. S. Neill

recognition of childhood, in Mr Croll's words, as life itself rather than as merely the preparation for life, and with it the role of the adult as friend and support giving approval, not an avenging deity.

The very strength of their opposition is a measure of the strength of Neill's feelings in the struggle for freedom for children. It begs almost as many questions as it seeks to answer and Neill's own educational practice had many inconsistencies. These are treated thoroughly and fairly by Mr Croll. There will not be many, even among those who knew Neill well, who will not be enlightened by the fullness and understanding with which he is presented here, even if Mr Croll is less

successful with the supporting cast, notably the first Mrs Neill, whose dominance he has not been able to convey. The only errors which I noticed were in transposing the fights with the "town ginks" from Leiston (where they were only an occasional and minor phenomenon) to Wales where relations were always precarious, if not always close, and Calvin from Geneva to Scotland (understandably in view of his persuasive influence there and upon Neill's life).

Gordon Leff

Gordon Leff is professor of medieval history at the University of York. He was a pupil at Summerhill 1934-43.

Socialist strategy

Beyond Progressive Education
by Ken Jones
Macmillan, £10.00 and £3.95
ISBN 0 333 30739 9 and 30740 2

Ken Jones is a teacher of English in a London comprehensive school, who has been active in left-wing educational politics for ten years or so. His lucidly written book is a result of his reflections on those years of socialist hope and frustration, deepened by placing an historical perspective on what he conceives to be the crisis in contemporary education.

The book has two major aims. The first is to offer a socialist analysis of the partial successes and larger failures of the reformist educational orthodoxy which has, until recently, dominated schooling policy. The second is to use this analysis as a basis for sketching a socialist strategy for the future.

The reformist orthodoxy that he examines is constituted by two pillars of doctrine: those of equality of opportunity and progressivism. Jones points out that these two pillars have never been welded into a single coherent whole and that neither of them has signified the same thing to all its adherents. Equality of opportunity has been defended on grounds of social justice and for its supposed economic rewards. Progressivism has an even more chequered history of defences and, like its companion in orthodoxy, has been defended on economic grounds as well as for its intrinsic merits. Despite these ambiguities each pillar has succeeded in gaining the official approval of the two main political parties in their respective periods of government since the war.

An historical examination of the roots and subsequent careers of these two pillars reveals how they achieved official recognition. Jones claims that both benefited from the convenient

plurality of their defences, different defences being deployed in different contexts. Both therefore made headway with governments committed to educational and related forms of "modernization" and both relied to a large extent on the use of pressure group tactics, trading on a conception of educators as ideologically neutral professionals.

Jones argues that this orthodoxy is now on the defensive: equality of opportunity has lost its central place in educational policy and progressivism is under threat from crude educational utilitarianism. The first series of attacks was mounted by the mainly right-wing contributors to the *Black Papers* who took the comprehensive and the progressive Plowden primary schools as their main targets and succeeded in fomenting popular anxieties about standards, discipline, and so on.

In response the Labour Party did nothing to investigate or rebut the alleged failures in the orthodoxy. Indeed, it was James Callaghan who took the initiative in withdrawing official state approval of it when he launched the "Great Debate". The main practical outcomes of this debate were further restrictions on public educational expenditure (made legitimate by calling into question the supposed economic claims made by the orthodoxy) and the establishment of new schemes of low-level vocational training.

Although egalitarian progressivism has made some real gains Jones argues that its defenders have nevertheless lost the initiative and conceded the high ground of debate to their opponents. He offers a number of explanations of why this is so: the orthodoxy's proponents were too uncritical of its persistent ambiguities; they relied too heavily on state patronage and without mass support the orthodoxy became too vulnerable to desertion by the state; they never adequately answered the attacks of the cultural elitists or reformulated their own position in the light of Black Paper and other criticism.

This—the analytical part of the book—

is the more persuasive part. It has some salutary lessons for Labour politicians and it is not inconceivable that Conservative politicians, too, might profit from reading it. But I felt less happy about Jones's socialist strategy for the future. This depends on politicizing teachers and their unions more than has been done, and building stronger links with the rest of the labour movement. But on what Jones repeatedly singles out as the major issue of the day, namely, the relation between education and work, he has curiously little to say. If socialists are to go beyond progressivism then they need a clearer conception of what an acceptable relation between education and work (and therefore the economy) would be under socialism—and a specification of what that socialism would be like. Nevertheless, I am sure that Jones has put his finger on what the problem is—even if left and right conceptualize it differently.

Grenville Wall

Grenville Wall is head of the school of philosophy and religious studies at Middlesex Polytechnic.

Learning in the past

Education as History: Interpreting nineteenth and twentieth-century education
by Harold Silver
Methuen, £12.50 and £6.50
ISBN 0 416 33310 9 and 33320 6

The history of education in this country has developed as a branch of educational studies rather than of social history. Instead of seeing education as one of a number of social institutions

and exploring its links with politics, religion, culture, or economic change, historians who have often themselves been teachers or administrators have preferred to make connections with the educational theories, problems, or policies of their own day. The weakness of this tradition is, of course, that it may take a Whiggish view of progress, and select for study only those aspects of the past which seem of contemporary relevance. Its strength lies in the insights gained from practical experience, and in a clearer conceptual and theoretical framework than is often found among pure historians.

Harold Silver is both principal of a college of higher education and a fine historian who has written extensively on popular education in the nineteenth century. *Education as History* is a collection of studies, some previously published and some not, which have a common emphasis on methodology. Silver surveys the state of play in a variety of fields, and lays down an agenda for future research which would fuse the strengths of the old tradition with the requirements of sophisticated social history. His comments on what historians have been doing and how they have fallen short are based on impressively wide reading. For Silver is as familiar with American work as with British, with unpublished theses as with the latest monographs.

He cites more than once Keynes's dictum that "a study of the history of opinion is a necessary preliminary to the emancipation of the mind. I do not know which makes a man more conservative—to know nothing but the present, or nothing but the past", and a unifying theme of the book is this "history of opinion". Silver argues that historians have too often looked at institutional change in isolation from its political and intellectual context, or taken too narrow a view of the kinds of opinion which mattered.

Articles on Victorian popular education, reports on two substantive essays, Robert Owen and on factory schools, but also draws our attention, notably in a stimulating essay on the 1870s, to figures who have been neglected by a selective and present-minded approach, and to episodes which historians have failed to see as problematic.

Why, for example, have the contributions to education of men like George Combe, Herbert Spencer, and Lyon Playfair dropped out of memory? Why did opinion on state intervention change, and why did compulsory education become accepted in the 1870s after being resisted for so long? (One could ask the same question about free education a little later.)

Silver rescues from neglect that important Victorian institution the National Association for the Promotion of Social Science, and the relationship between social science and educational reform is a theme which is pursued in essays on contemporary controversies about education and social inequality. The longest essay in the book is on "expectations of higher education" and with one on "the liberal and the vocational", which is mainly about secondary education, it disentangles the confused and often contradictory debates in the twentieth century about the purpose of liberal education, specialization, vocationalism, social need, and so on. This is an important contribution to current discussions of higher education which deserves to be widely read. It is valuable for its wide range of reference to what has been written and said in very diverse quarters since the Second World War, and for an approach which emphasizes the expectations of those outside the system—students, parents, employers, politicians—rather than the ideals and interests of the professional educators. Silver avoids offering his own prescriptions for the future; indeed, even when discussing the past, he seems deliberately to eschew bold interpretative ideas. The strength of his book, and what makes it stimulating reading, lies in the detail: in the ability of an incisive and original mind to bring out the complexities and subtleties of historical questions, to clarify confused debates, to show up the weaknesses and inadequacies of other historians' arguments, to make suggestions for new lines of interpretation and research, and to demolish conventional pieties.

Robert Anderson

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BOOKS

Newton's editor

Roger Cotes—Natural Philosopher
by Ronald Gowing
Cambridge University Press, £22.50
ISBN 0 521 23741 6

This is eminently a book for mathematicians. Although Roger Cotes is best remembered as editor of the second edition of Newton's *Principia* and author of a controversial preface to that book, his real intellectual distinction was in pure mathematics.

Cotes's spiral, Cotes's factorization theorem and Cotes's interpolation formulae (also to be appropriately named after him, rather than after Stirling and Bessel, according to Mr Gowing) are, if not vivid, at least historical reminders of the man of whom Newton said "If he had lived longer, we should have learned something". Everyone seems to forget, incidentally, that the same Newton had forborne to thank Cotes by name for his considerable and fertile editorial labours.

The kind of thing that moved Cotes to excitement may be found in a letter written shortly before his death at the age of not quite 34 years. Geometers have not yet promoted the inverse method of fluxions [integration] by conic areas, or by measures of ratios and angles, so far as it is capable of being promoted by these methods. There is an infinite field still reserved, which it has been my fortune to find an entrance into. Not to keep you any longer in suspense, I have found out a general and beautiful method by measures of ratios and angles for the fluent [integral] of any quantity which can come under this [following] form... [etc]

This was a sequel to his great work on integration by the use of logarithms, the subject of Cotes's unique publication in his lifetime, "Logometria" (*Phil. Trans.*, 1741). But calculus was not Cotes's only interest in mathematics, as may be seen from his sub-algebraic methods, where (writes Mr Gowing):

Cotes is just ahead of the field. His notation is ingenious, his description clear, his proofs sparse or absent. Delay in publication meant that Brook Taylor published his *Methodus incrementorum directa et inversa* (1715) first.

To a non-mathematical reader the author seems to convey the broad nature, context and significance of Cotes's mathematical papers with as much clarity as the case allows. For the technically qualified reader he provides an interpretation and analysis without precedent.

Having said that, and having agreed that the efforts in observational astronomy of the first Plumian Professor of that science at Cambridge were negligible, it is perhaps regrettable that in the one book likely to be devoted to Cotes a century, virtually no attempt is made to study him as an associate and follower of the great Isaac Newton. Although the *Principia* had been published for 22 years when Cotes's personal contact with Newton began, Newtonianism in the large and open sense was only just beginning in 1709, and Cotes's role in it was far from inconsiderable. That famous preface and Cotes's remodelling of the revised *Principia* into virtually the text we have today are worthy of more attention than they receive from Mr Gowing.

More might have been said too of Cotes as a teacher of experimental Newtonian philosophy. And as to the mathematics, with which Mr Gowing is rightly primarily concerned, neglect of them later are only explicable when considered in the context of the early movement of British and continental mathematicians along diverse though parallel paths. The result was that (as is noted in a particular instance) "before Cotes's work was published, in 1722, the Continental mathematicians were able to develop methods of comparable power, with, in general, a more suitable notation". In

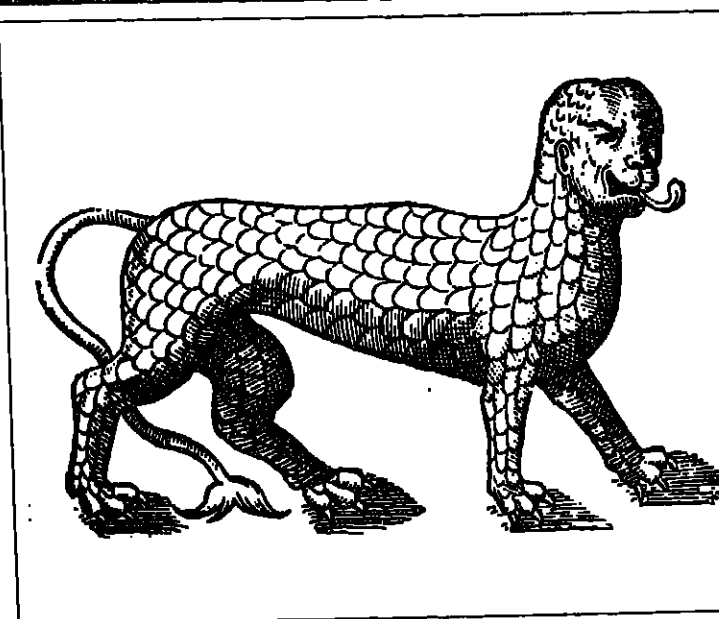


Figure of a marine lion covered with scales. From Ambroise Paré's *Des Monstres*.

fact Cotes like all his British colleagues, suffered from Newton's 30 years of mathematical silence. The stamp of the 1670s, moulding British mathematics in the 1700s, was already stiff and outmoded.

Rupert Hall

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Appealing monsters

On Monsters and Marvels
by Ambroise Paré
translated with an introduction and notes by Janis L. Pallister
University of Chicago Press, £14.00
ISBN 0 226 64562 2

Ambroise Paré (c1510-1590) was the man who discovered that boiling oil was not good for gunshot wounds. He also developed the use of ligatures on the arteries in the case of severed or amputated limbs, and it was generally held by contemporary surgeons and later historians that he had advanced the craft of surgery.

Here Professor Pallister presents Paré as a literary figure. It is accepted licence for a biographer or editor to press that his subject especially deserves attention, and when Pallister implies that Paré could be considered a "great essayist", it is an opening flourish of justification. But we are also advised that *Des Monstres* is a "literary document" and the *Apologie* a "literary masterpiece"; the description of a volcano in the former and Paré's treatise on the plague are said to reach "great poetic heights"; and a study of this "true literary genius" is a "rare treat for the student of literature".

The first difficulty the historian has in absorbing this is to square it with other details of Paré supplied by Pallister. Paré was a surgeon, ignorant of Latin (and thereby cut off from a great part of Europe's literary inheritance); and his French was not very good either. His syntax was "chaotic", his vocabulary coarse, his sentence structure incoherent, "very disconnected and at times thoroughly obscure", in short, the product of a "rough-hewn mind".

Could such a man write "literature"? If so, what is literature? We all know it is an educational discipline, and we would perhaps agree with the modern usage that its subject matter—"writing which has claim to consideration on grounds of beauty of form or emotional effect"—is the very absence of form, the "free drift" of Paré's text that charms Pallister, and which she tries to pre-empt in her translation by devices like quaint vocabulary. We are left to look for emotional effect and perception of charm or quaintness in Paré's text. But these things are reader-centred phenomena: they happen only to him, not to literature. Of course, if students of literature agree that they share such emotions and perceptions, then the text in question becomes literature. But such a convention tells us nothing about the author. Was Paré, who

was clearly trying to be surgical in his surgical writings, trying to add his portion to a genre of literature ("literatology") in *Des Monstres*? Was he trying to be charming in his disordered syntax? Was he trying to be quaint?

Nor is there much justification for regarding this collection of stories and woodcuts as a technical treatise on birth defects or as an embryonic scientific attempt to "naturalize" monsters. No doubt Paré's work as a surgeon gave him a professional interest in how the process of human reproduction might go wrong, and certainly *Des Monstres* follows naturally his discussion of generation; but his search among the current theories of sexual reproduction was not a learned one and is little more than a justification for the woodcuts. Far more thorough discussions about variation and its causes were to be found among the anatomists (for example, Berengario da Carpi and Sylvius).

No, Paré collected the pictures and supplied the text with more than half an eye on the popular market. "Humanity never ceases to like monsters", observes another historical teratologist quoted by Pallister, and Paré was well equipped to supply that demand. To seek causes in sexual infirmity and deviance, to look for effects in hermaphrodites, changes of sex and beast-men, to illustrate liberally with explicit pictures and a direct vernacular, adds up more to Renaissance pornography than to incipient science, and more to a recurrent publishing opportunity than to a "genre of literature".

Roger French

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English deism

Henry Stubbe, Radical Protestantism and the Early Enlightenment
by James R. Jacob
Cambridge University Press, £19.50
ISBN 0 521 24876 0

Henry Stubbe (1632-76) is perhaps best known as the author of the most violent attack suffered by the Royal Society in its entire history—a series of vitriolic tracts published in 1670-71 in which Stubbe subjected the pretensions of the recently founded society to hostile and derisive scrutiny.

An earlier peak in Stubbe's literary activity occurred in 1659-60, when he contributed half a dozen idiosyncratic but firmly radical tracts to the flurry of publication that marked the last stages of the Interregnum. Then, in 1666, Stubbe entered the controversy over the "Irish stroker", Valentine Greatrakes, on whose extraordinary curative powers Stubbe placed a highly heterodox construction. Fourthly, Stubbe has attracted attention as one of the earliest English defenders of Islam: his *Account of the Rise and Progress of Mahometanism*, though not published until 1911, used a sympathetic attitude to Islam as a covert means

of illustrating the shortcomings of orthodox Christianity. James Jacob's book is an attempt to determine the common denominator of these diverse writings. In subjecting these and other works by Stubbe to close scrutiny, he argues that Stubbe was a much more consistent, radical thinker than he has often been given credit for. He claims that Stubbe combined political ideas which owed something to Thomas Hobbes with deistic views in religion and vitalist ideas in science: he endowed matter with a life of its own in contrast to the mechanistic worldview of contemporaries like Robert Boyle in which inert matter was supervised by a providential deity. After 1660 it is argued that Stubbe remained a radical but had to express his views more cryptically, so that his public utterances have to be read through a sort of filter to understand his true meaning.

All this provides a fascinating insight into a little-known thinker, and Jacob is perhaps at his strongest in analysing Stubbe's fertile and heterodox political and religious ideas. Even here, however, some of the readings postulated are somewhat convoluted, while more serious misgivings are aroused by the much broader claims that Jacob makes for the significance of his subject. For he wishes to see Stubbe as one of the founders of English deism, acclaiming him as the crucial "missing link" between the radicalism of the English Revolution and later authors like Charles Blount and John Toland, whom, it is claimed, Stubbe influenced. Hence Jacob would take on the Royal Society's attack on a significance in relation to the broader "dialogue" that James Jacob, in conjunction with Margaret Jacob, has perceived between the mechanistic science of Boyle and Newton and the vitalist philosophy of thinkers like Toland.

It is true that Stubbe's work was known to Blount, who plagiarized the *Account of Mahometanism* without acknowledgment; but Jacob's attempt to assert a significant influence for Stubbe on early deism involves building a great deal on very insubstantial hints, while efforts to identify a party of "Stubbians" are based largely on insinuations. The evidence for seeing Stubbe as the target of one of Boyle's major works, though reassessed here on the basis of an earlier article, also remains hypothetical, dependent in part on a cut and dried distinction between orthodox and heterodox cosmologies which is at odds with the confused state of opinion on such matters at the time.

Equally unsatisfactory is the reading given of Stubbe's attack on the Royal Society. Its voluminous tracts are sifted for hints of opinion illustrative of his circumspect radicalism, but their main content is passed over cursorily. Moreover, a subsidiary debate in which Stubbe became involved—concerning the respective rights of the London Physicians and Apothecaries—is ignored altogether, a rather suspicious omission in a work that claims to do justice to Stubbe's ideas as a whole. The truth is that the filter through which Stubbe is presented tends to distort his contemporary significance. As Jacob admits, Stubbe was supported in his attack on the Royal Society by conservatives who would have been shocked by the heretical views which Stubbe expressed in his unpublished papers. Like most at the time, they clearly read Stubbe's attack on the society for its main thrust rather than for its radical undertones, and the subversive motives which may have underwritten his onslaught on the society merely add a complication to the attack without altering its chief significance.

Although this new account of Stubbe's ideas is intriguing, it is marred by a tendency to exaggerate the significance of the new material it adduces and too far. It illuminates complexities too far. It illuminates complexities in Restoration intellectual life which have hitherto been underestimated, but its attempt to enlist these in support of a "dialogue" between rival scientific views is as misleading in its way as the older opinions that it attacks.

Michael Hunter

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Notion of rebirth

Astrology in the Renaissance: the zodiac of life
by Eugenio Garin
Routledge & Kegan Paul, £10.95
ISBN 0 7100 9259 8

Eugenio Garin is a leading Italian historian of Renaissance thought, and this short work (only 112 pages of text), consisting of four lectures first given at the Collège de France in 1975, summarizes the results of his researches published in full elsewhere.

His opening theme, an attack on the "commonplace" theory that the Renaissance witnessed a new, clear differentiation between prophetic and mathematical astrology (or astrology), will find ready acceptance among English readers. The survival of astrological influences among much later scientific writers in this country, from Bacon to Newton, is by now familiar.

The core of Garin's book is an exploration of astrology's central role in humanist debate in fourteenth-century and fifteenth-century Italy. He points out that the very notion of Renaissance rebirth, was closely linked to long-standing astrological theories explaining the rise of new civilizations as a cyclical phenomenon determined by the Great Conjunctions.

Humanism responded to astrology in an ambiguous and often divided way. It warmed to the promise of an ordered law of nature but shrank from the implications of a rigid determinism binding men and empires and denying the freedom and dignity of the individual. The ambiguities deepened with the arrival of neoplatonic and hermetic ideas from the East, reaching Italy from Greece. The influential *Hermetica* ravelled together religion, astrology, magic, myth and science in a tangled synthesis which undermined any attempt to separate "science" from the occult.

In the later sections of the book, Garin focuses in depth on three important figures representing the major standpoints in contemporary debate. Ficino championed a form of astrology translated into neo-platonic and hermetic terms. Pomponazzi by contrast saw it as a rigorously fatalistic force, determining even the rise and imminent fall—as he thought—of the Christian faith. Against them Pico della Mirandola in the *Disputationes* posed a direct challenge to astrological prophecy and fatalism and, more broadly, "aimed at the restoration of the liberty and dignity of thy will in every field."

The ensuing debate was lengthy and the outcome of the campaign to free science and thought from a false conception of the world seemed often in doubt. The author cites one of Galileo's followers lamenting, as late as 1642, the defeat of true scientists at the hands of astrological charlatans. In his introduction Garin relates the Renaissance debate to the present day, suggesting that the victory can never be complete: for each generation's shifting and limited vision of the nature of the Universe inevitably colours the specific research it pursues.

Although the author does not specify the nature of his original audience, it should be noted that this is a book for teachers rather than undergraduates. It assumes a close familiarity with the currents of the period, and Garin makes frequent passing allusions to lesser Renaissance writers and to modern scholars (such as Yates, Boll and Cassirer) with whom he is in disagreement. The spoken Italian of the lecture-room has not always translated easily on to the printed English page, and the text demands slow and careful reading to yield its rewards.

Bernard Capp

Bernard Capp is senior lecturer in history at the University of Warwick.

A critical edition (with English translation, introduction and notes by David C. Lindberg) of "De Multiplicatione Specierum" has been published as *Roger Bacon's Philosophy of Nature* by Clarendon Press: Oxford University Press at £40.00.

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Humanities under stress

It has been a week of quiet celebration for the British Academy, but a year of darkening difficulty for the humanities which are celebrated in the academy. On Tuesday the academy's new premises overlooking Regent's Park were formally inaugurated by the Queen, and on the same day the academy decided with some hesitation to agree to take over the administration of postgraduate awards in the humanities from the Department of Education and Science. The move from the grand but cramped Burlington House was a necessary precondition of this modest, and possibly future less modest, expansion of the role of the academy into the management of research.

Yet this reinforcement and extension of the work of the British Academy has taken place against the background of growing difficulty for the humanities. In the universities they have been placed on the defensive by the rationalization set in train by the University Grants Committee in July 1981, although the UGC itself did what it could to prevent such rationalization becoming an occasion for further imperialism on the part of the natural and applied sciences. Along with the social sciences although with less political prominence the humanities have suffered.

The comparatively weak signals of support from the UGC that isolated humanities subjects required special protection and that student numbers in the social sciences should be restricted to produce a better balance between teaching and research, have been overridden by the much more powerful signals of the new brutal instrumentalism coming from the Government.

In the polytechnics the modest bridgehead established by the humanities over the past 15 years is also under threat. In predominantly professional institutions they have never been able to acquire the same uncomplicated utility as the social sciences which have been able to exploit their close links with the growing para-professions of corporate bureaucracy whether public or private, or art and design with their strong if contradictory traditions of aesthetic dissent and practical design. The humanities in contrast have often found themselves in the open middle ground between a narrowly vocational interpretation of their role within the polytechnics (French for business people, and so on), and a much broader interpretation based on the past and future traditions of general education (a few Diplomas of Higher Education and modular degree courses have caught a little of this spirit).

In the colleges of higher education the incomplete break-out from teacher training and the consequent fragility of the institutions themselves, a fragility that has been increased by the presence of their more powerful neighbours the polytechnics and the indifference/hostility of the Department of Education and Science, have also put the humanities under pressure. The chairman of the board of the National Advisory Body, Mr Christopher Ball, may be an Oxford English don, but few people can expect the humanities to come any better out of

the present NAB planning exercise than out of the UGC initiated rationalization drive.

Right across higher education, the reductionism of unit costs contributes to the erosion of the position of the humanities. The rare subjects in universities inevitably have high unit costs because their pool of students is necessarily limited; they are also organized in small and isolated departments which makes them particularly vulnerable to the random effects of semi-voluntary early retirement. The mass humanities face the opposite difficulty: as classroom-based subjects (to adopt the DES's terminology) with a very large pool of potential students their unit costs can easily be squeezed, especially at a time when squeezing unit costs has become virtually official policy for the polytechnics and colleges and is rapidly acquiring a remarkable legitimacy in the universities despite the UGC's formal desire to prevent such erosion. Some humanities subjects, of course, particularly modern languages, occupy an awkward intermediate position between the rare and the mass usually suffering the disabilities of both.

In both cases the result is the same, the erosion of the scholarly base of the humanities. The prospects for research are exceedingly gloomy; in the case of rare subjects they may be put under intolerable resource pressures because they are too "expensive" or collapse entirely because of the departure of key members of the academic staff; in the case of mass subjects the growing pressure to teach more students with less staff will leave little time for research and scholarship.

The problem is made worse in two ways. First, it has received little attention. Sir Peter Swinnerton-Dyer's recent off-the-cuff remark that in the humanities research comes for free is perhaps typical of the general neglect of the special problems of the humanities by non-humanists. Research and scholarship in the humanities may be more incestuously linked with teaching than in many other disciplines but this does not mean that they can be entirely assimilated to teaching. Some very important contributions to knowledge in the humanities may have been produced by the solitary artisanal labour of those whose main formal preoccupation is teaching, but some equally important contributions have been made by those who are not scholars at all in a formal sense. Neither can be relied on as an efficient and modern model for the conduct of humanities research.

Research in the sciences and even in the social sciences has the advantage that it requires paraphernalia that are identifiable and so can be distinguished from teaching resources. Laboratories, external grants, research assistantships, these are concrete phenomena that can and must be taken into account in the planning of the future direction of research and the proper balance with teaching. The health of humanities research in contrast cannot be measured so easily because its resources are both more general, related to the operation of the

university as a whole rather than the special needs of particular departments, or intangible like staff/student ratios that leave enough time for research. There is a further point. Because it is more difficult to disaggregate research and teaching in the humanities, humanities research is particularly dependent on the maintenance of a healthy and vital academic profession. The production of scholarship and research is especially dependent on reasonable access to and promotion within the profession. There is much less of a penumbra of research assistantships to keep the engine of research ticking over while access to mainstream lectureships is blocked as at present. So it is doubly unfortunate that the humanities should have been given such a small share of the "new blood" posts; they received an insignificant number but their need is much greater and more immediate.

The second way in which the growing crisis of humanities research is made worse is that the humanities lack a research council. Even if the British Academy adopted a much more enterprising, even adventurous, interest in the management of research, it could never fulfil this role, no more than the Royal Society could substitute for the Science and Engineering Research Council. The lack of a humanities research council is clearly a considerable handicap. Policy making, in research and more generally in higher education, is the product of bureaucratic battles between institutionalized interests. As the humanities have no significant research bureaucracy they can hardly join in, let alone expect to win these battles occasionally.

It can be argued, of course, that the establishment of a humanities research council would intensify the "scientification" of the humanities which many deplore. No doubt in the long-term perspective of the university's general mission of intellectual cultivation this argument may have some force. But in terms of the short-term and more narrowly focussed needs of the academic disciplines that make up the humanities the advantages of a humanities research council probably outweigh the disadvantages. There are also those who welcome the "scientification" of the humanities if that means more organized and more rigorous research.

So the recent move by the British Academy into more ample premises and the academy's decision to take over the administration of postgraduate awards are not without significance. But their significance should be clearly understood. They are welcome both in their own pragmatic right, and because anything that draws attention to the scholarly needs of the humanities must be desirable. But their significance should not be exaggerated. A more adventurous role for the British Academy may be a first stage towards the reorganization and strengthening of humanities research. But it is no substitute for a properly organized and funded research council for the humanities, although perhaps a council with a broader and more liberal brief than those of the existing five.

Laurie Taylor



Oh, Professor Lapping, I would I could . . . Professor Lapping: What's that? Where? Professor Lapping - over here - over here. On your right. Behind the man with the mace. Ah yes. Hello, hello. What a crisis! D'you know I think that days get more popular every year. Something to do with the crisis at the heart of our society. Secular ritual as a compensation for the decline in organized religion. Well, how are you? Webster, Professor Lapping. A son Webster.

Look, no need to tell me your name, Webster. Not all professors are absent-minded, you know. I'm sorry.

Did you enjoy the ceremony? Oh yes, very much. Most colourful. I thought. Most colourful. Yes indeed. What did you think of the Registrar's gown? By Registrar. Fat, balding. Crims and gold. Flowing sleeves. To white fur down the back.

Oh yes. Particularly colourful. Teacher Training College. Page gate.

Really? Oh yes. And Professor Drax. The honorary degree. appropriate choice I thought. I suppose so.

No doubt about it. A distinguished and varied career - although from the length of his "thank-you" speech, one wondered how he had time for it all. D'you know, didn't realize he'd done so much of the germ warfare side of things while he was on that five year secondment at Porton Down. No. . . It was the first I'd heard of it. And the Vice Chancellor's speech. What did you think of that?

Very moving. Yes, very moving. Yes indeed. Hard times ahead but no need for any major restructuring just so long as we can manage to define financial exigency in a sufficiently broad way to close down the Drama Department. Most uplifting.

Yes, I thought so. Erm. . . Professor Lapping, I just wanted to thank you.

Look Webster, no need for that. I always knew you had it in you. You did?

Oh yes. You can be proud of the last three years. Proud. That's the only word.

Really? No doubt about it. But always remember that success is ninety per cent perspiration and one per cent inspiration. That'll stand you in good stead.

Thank you, Professor Lapping. And also remember: start planning today. The open road lies ahead. Ignore the pessimists and the cynics: this country still holds future for those who're prepared to go out and make it for themselves. Oh yes, seize the opportunity with both hands. With both hands. Tomorrow is the first day of the rest of your life.

Well, thank you, Professor Lapping, but I thought I might just have a quiet weekend before I do anything particularly strenuous. A quiet weekend?

Well, it's not every day that one sees one's daughter graduate, is it?

